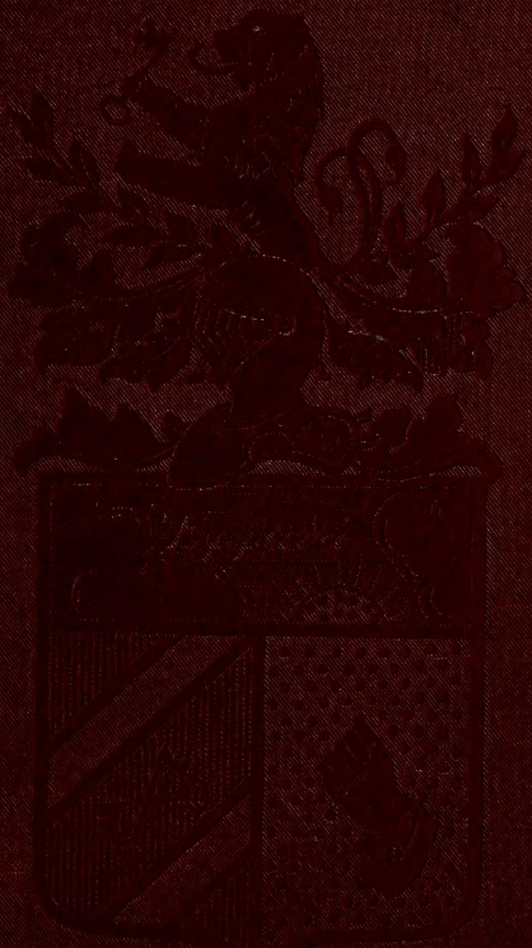
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HISTORIES

OF

American Schools for the Deaf,

1817-1893.

PREPARED FOR THE VOLTA BUREAU BY THE PRINCIPALS AND SUPERINTENDENTS OF THE SCHOOLS, AND PUBLISHED IN COMMEMORATION OF THE FOUR HUNDREDTH ANNIVERSARY OF THE DISCOVERY OF AMERICA.

EDITED BY

EDWARD ALLEN FAY, PH. D.,

PROFESSOR IN THE NATIONAL DEAF-MUTE COLLEGE, AND EDITOR OF THE AMERICAN ANNALS OF THE DEAF.

IN THREE VOLUMES.

VOLUME II.

PUBLIC SCHOOLS IN THE UNITED STATES.

ESTABLISHED 1854-1893.



WASHINGTON, D. C.:
THE VOLTA BUREAU.
1893.

WASHINGTON, D. C.
GIBSON BROS. PRINTERS.
1893.

CONTENTS OF VOLUME II.

PUBLIC SCHOOLS IN THE UNITED STATES, ESTABLISHED 1854–1893.

ARTICLE.		
XVII.	The Michigan School, ...	FRANCIS D. CLARKE, M. A.
XVIII.	The Iowa School, ...	G. L. WYCKOFF.
XIX.	The Texas School, ...	H. TAYLOR. J. H. W. WILLIAMS.
XX.	The Columbia Institution,	EDWARD M. GALLAUDET, Ph. D., LL. D.
XXI.	The Alabama Institute, . . .	J. H. JOHNSON, JR., M. A.
XXII.	The California Institution,	WARRING WILKINSON, L. H. D.
XXIII.	The Le Couteulx St. Mary's Institution,	Sister MARY ANN BURKE.
XXIV.	The Kansas Institution, ...	S. TEFFT WALKER, M. A.
XXV.	The Minnesota School, ...	J. L. SMITH, M. A.
XXVI.	The New York Institution for Improved Instruction,	D. GREENE.
XXVII.	The Clarke Institution, .	Hon. GARDINER G. HUBBARD. Hon. FRANK B. SANBORN. Hon. LEWIS J. DUDLEY. CAROLINE A. YALE.
XXVIII.	The Arkansas Institute, ...	J. W. MICHAELS.
XXIX.	The Maryland School, ...	CHARLES W. ELY, M. A.
XXX.	The Nebraska Institute, . . .	JOHN A. GILLESPIE, M. A.
XXXI.	The Horace Mann School, ...	SARAH FULLER.
XXXII.	The St. Joseph's Institute, ...	ANNIE M. LARKIN.
XXXIII.	The West Virginia School, ...	C. H. HILL.
XXXIV.	The Oregon School, ...	BENJAMIN IRVING.
XXXV.	The Maryland School for the Colored,	F. D. MORRISON, M. A.
XXXVI.	The Colorado School, ...	JOHN E. RAY, M. A. D. C. DUDLEY, M. A. G. W. VEDITZ, M. A.
XXXVII.	The Chicago Day-School, . .	LAWRENCE O. VAUGHT, M. A.
XXXVIII.	The Central New York Institution,	EDWARD BEVERLY NELSON, B. A.
XXXIX.	The Cincinnati Public School, . . .	CARRIE FESENBECK.
XL.	The Western Pennsylvania Institution,	Rev. J. G. BROWN, D. D.
XLI.	The Western New York Institution, .	Z. F. WESVERVELT.
XLII.	The Portland School, ...	ELLEN L. BARTON.
XLIII.	The Rhode Island Institute, . .	LAURA DE L. RICHARDS.
XLIV.	The St. Louis Day-School, .	Rev. JAMES H. CLOUD, M. A.
XLV.	The New England Industrial School, .	NELLIE H. SWETT.
XLVI.	The South Dakota School, ...	PHIL. L. AXLING.

ARTICLE.

XLVII. The Milwaukee Day-School, . . Hon. ROBERT C. SPENCER.
XLVIII. The Pennsylvania Oral School, . . . Hon. ALFRED HAND.
XLIX. The New Jersey School, ... WESTON JENKINS, M. A.
L. The Utah School, ... FRANK W. METCALF, B. D.
LI. The Northern New York Institution, . . HENRY C. RIDER.
LII. The Florida Institute, . . WILLIAM A. CALDWELL, M. A.
LIII. The New Mexico School, ... LARS M. LARSON, B. A.
LIV. The Washington School, . . Hon. J. R. THOMPSON, D. D.
LV. The Evansville School, ... PAUL LANGE, B. A.
LVI. The Cincinnati Oral School, ... VIRGINIA A. OSBORN.
LVII. The La Crosse Oral School, ... MINNIE E. TAYLOR.
LVIII. The Texas Institute for the Colored, . . H. W. HOLLAND.
LVIX. The North Dakota School, ... A. R. SPEAR.
LX. The Toledo Public School, ... H. W. COMPTON.
LXI. The Wausau School, ... MARGARET J. BROWN.

PUBLIC SCHOOLS IN THE UNITED STATES ESTABLISHED 1854-1893.

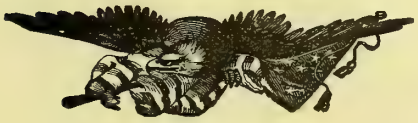
A HISTORY

OF THE

MICHIGAN

SCHOOL FOR THE DEAF.

COMPILED



FROM THE OFFICIAL RECORDS,

AND

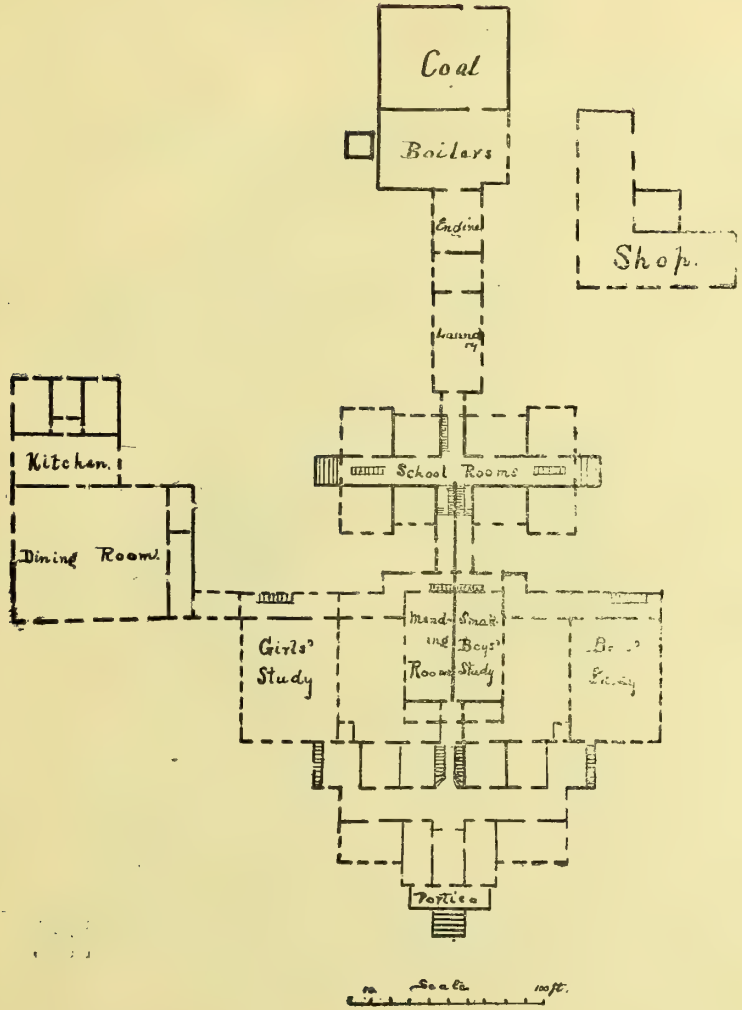
PRINTED BY THE PUPILS

OF THE SCHOOL.

FLINT, MICHIGAN;
MARCH, 1893.



INSTITUTION FOR THE DEAF & DUMB,
Flint Mich.


Coal
Boilers
Engine
Shop.
Kitchen.
School Rooms
Dining Room
Girls' Study
Portico
Scale
100 ft.



REV. BARNABAS MAYNARD FAY,

First Superintendent, Michigan School for the Deaf.

PREFACE.

The Michigan School is very fortunate in the fact that of the three men who were longest at its head, two still survive, and the son of its first Superintendent is a man who stands very high in the profession of teaching the Deaf. When the writing of a history of this School was first proposed, these gentlemen were asked to contribute. So much of this history as relates to the time prior to September, 1864, was furnished by Dr. Edward Allan Fay, Professor of Languages at the National College, the oldest son of Rev. Barnabas Maynard Fay, the first Superintendent. Professor Egbert L. Bangs writes a sketch of his times, and M. T. Gass who was in charge for the nine years preceding July, 1892, furnished the notes for that portion of the story.

The remainder of this history is the work of Miss Nora V. Long, who has with great diligence searched the reports and the files of the MIRROR for useful and interesting data. All that remained for the compiler was to reduce this material to the length suited for this purpose.

FRANCIS DEVEREUX CLARKE,
SUPERINTENDENT.

FLINT, MICHIGAN,
Feb. 1st, 1893.

MICHIGAN SCHOOL FOR THE DEAF.

The Constitution of the State of Michigan, adopted in 1850, contains the following provision: "Institutions for the benefit of those inhabitants who are deaf, dumb, blind, or insane, shall always be fostered and supported."

Previous, however, to the adoption of the Constitution the State had taken steps to establish such institutions. As early as February, 1848, at the suggestion of the Governor, Epaphroditus Ransom, a joint resolution was adopted by the Legislature directing the senators of the state in Congress, and requesting the representatives, to use their efforts to procure a grant of land from the general government sufficient for the erection of buildings for these purposes. Believing doubtless that the gods are most likely to help those who help themselves, the same Legislature, without waiting for action by Congress, in April of the same year passed an act establishing the "Michigan Asylum for Educating the Deaf and Dumb and the Blind" and a hospital for the insane, and appropriated eight sections of State salt-spring lands for the erection of buildings.

At several successive sessions of the Legislature

additional sections of salt-spring lands were appropriated—sixteen thousand acres in all—and, in 1850, $5,000 in money; but as the market price of the lands at that time was low and the sales were few, as only $1,000 of the money appropriation was available that year and not more than $3,000 in any year thereafter, and as the needs of the insane were regarded as more pressing than those of the deaf and the blind, it was deemed impracticable to open the school. Meanwhile, in 1850, the village, now city, of Flint, whose citizens had agreed to contribute $3,000 in money and twenty acres of land for the benefit of the Institution, was chosen as its future location.

In 1853, $3,000 were appropriated for the construction of buildings and other purposes. Two members of the board of trustees were deputed to visit schools for the deaf and the blind in other states, with a view of obtaining information which should guide them in the erection of buildings. As a result of this visit the board wisely decided not to defer the establishment of the Institution until permanent buildings should have been erected, but to hire a house and open the school as soon as possible.

In their visit to other states in search of information the trustees had been favorably impressed with the Rev. Barnabas Maynard Fay, an instructor in the Indiana Institution for the Blind, and when they decided to open the school they invited him to become principal. Mr. Fay was a graduate of Yale College and Union Theological Seminary, at that time forty-seven years of age, a man of

earnest religious character, good judgment, and untiring devotion to his work. He was especially fitted to direct a school in which the deaf and the blind were united, having had five years' experience as a teacher of the deaf in the New York Institution, and three years' experience as a teacher of the blind in the Indiana Institution. He accepted the invitation of the trustees; a suitable house was rented, and notice was given that the school would be open for the reception of pupils on the 1st of February, 1854.

On the 6th of February the first pupil came; it was James Bradley, who for many years has been a prosperous farmer at Lawton, Michigan, but is now resding at Milwaukee, Wisconsin. By the close of the year there were seventeen deaf pupils in attendance.

The house first rented was a fine one on Church street, surrounded by ample grounds; it is now the residence of Mr. Jerome Eddy. In the following year the Institution was removed to a larger but less attractive house where Mr. Marvin C. Barney now lives. Within the enclosure there was another building which was used as a school-house.

Meanwhile work was in progress on the permanent building of the Institution. In 1856 the school wing was completed, and was immediately occupied for residence as well as school purposes. The number of pupils at this time was forty-seven; in the following year it rose to seventy-seven, and the erection of the main building was begun. All the walls were put up in 1857 and 1858, and the central portion, though still unfinished, was oc-

cupied in 1861. As one wing after another was completed at long intervals in the several years succeeding, they were immediately brought into service by the constantly increasing number of pupils. The front portion of the building—that designed for the residence of the officers and teachers—was not available for use until 1870. During one year, 1863-'64, the accommodations were so insufficient that the department for the blind had to be suspended.

The distinction originally established between rich and poor pupils was removed by an act of the Legislature in 1855. Since that time the benefits of the Institution have been free to all suitable candidates residing in the State. In 1857 the Legislature further enacted that where pupils, on account of poverty, were unable to provide themselves with suitable clothing and other necessary expenses for attending school, the board of trustees should have discretionary power to render them such assistance, not exceeding twenty dollars per annum for each person; all such monies to be charged to the county of which the person assisted was a resident.

In the same year the control of the Institution was separated from that of the hospital for the insane by the enactment of a law that there should be two distinct boards of trustees for the two establishments, each to consist of of three members, to be appointed by the Governor.

In September, 1864, Mr. Fay resigned the office of principal on account of Mrs. Fay's failing health which necessitated a change of climate. Mrs. Fay had been an efficient helper in the work of the

Institution from the beginning, having filled the office of matron during the whole period, and in addition, as a labor of love, taught a class of blind pupils most of the time. After leaving the Institution Mr. and Mrs. Fay resided chiefly at Saratoga Springs, New York, on account of Mrs. Fay's health, until her death in 1880. Mr. Fay's remaining years were spent mostly with his oldest son at Kendall Green, Washington, D. C., where he died March 8, 1885.

Among the teachers associated with Mr. Fay for longer or shorter periods during his ten years of service were Mr. William L. M. Breg, who died in 1876; Mr. James Dennison, now principal of the Kendall School, Washington, D. C.; Mr. W. W. Angus, formerly a teacher in the New York Institution, and afterwards in the Indiana Institution, where he died in 1879; Miss Isabella H. Ransom, now Mrs. Carroll, afterwards a teacher in the New York, Minnesota, and Arkansas Schools; Mr. Jacob L. Greene, now president of the Connecticut Mutual Life Insurance Company, of Hartford, Conn.; and Messrs. Thomas L. Brown and Willis Hubbard, who are still in the service of the Institution.

On Mr. Fay's resignation Prof. E. L. Bangs, a teacher in the New York Institution was chosen to succeed him. He tells the story of his administration as follows:

MR. BANGS' SKETCH.

I have been requested to prepare a historical sketch of what is now the Michigan School for the

Deaf, for the period of twelve years during which I was its Principal.

A horse turned out to grass after years of service, presumably forgets what heavy loads he used to draw—what ruts he got into—what sore places the harness made when it galled him, as well as the oats upon which he used to feed, and the driver, who sometimes cheered him with pleasant words, and sometimes nagged him with the silken end of the whip. The horse may forget his past life, nay doubtless does forget it. The servant of the public in the present instance at least finds it necessary to prick his memory with the spur to quicken it for the task now before him. In the Summer of 1864, the Trustees of the Michigan Asylum were looking for a successor to Rev. B. M. Fay, who for ten years had done the arduous work of a pioneer. I was then a teacher in the New York Institution for the Deaf and Dumb of which Harvey P. Peet was Principal. He placed my name before the Trustees, and by their invitation, I came to Flint to look the ground over. Railroad communication, stopped at Fentonville, and from there I came to Flint in a stage. The older inhabitants can well remember the line of stages then run by Mr. Boss stopped at the Carlton house, now the Bryant House, at that time so full of soldiers that I thought myself lucky in securing a blanket upon which I slept, spreading it upon the floor and wondering as I lay there if the city with a hard name would ever have any attractions for me. I found in the morning that the sun did shine as brightly here as in old York State, and in due season reported myself to Hon. J.

B. Walker, one of the Trustees. At that time, there were three trustees on the Board, two of them residing in Flint, the third always residing in some other place. There was no Central Board of Control then, and the work done by these three gentlemen was well done. Benjamin Pierson, whose home used to be near Music Hall, was President of the Board. John P. LeRoy of Pontiac was Secretary, J. B. Walker was Acting Commissioner, and bore about the same relation to the business and financial affairs of the Institution that the main spring bears to the wheels of a watch. Under his personal supervision the front building, the east and west wings, and the centre and school buildings were completed. The office of Acting Commissioner has for a number of years been abolished. There was no steward in the early days. The purchases were made by the Commissioner and the Principal. The accommodations were very primitive. Only the school building was completed when I entered upon my duties as Principal. One of the lower rooms served for dining room, boys' sitting room and laundry. Tallow dips were inserted in blocks of wood and in the halls a few kerosene lamps gave a dim but not religious light. There were stumps everywhere except within the buildings. All things were at war prices. The bedding so far as sheets were concerned reminded me of the outfit of Falstaff, soldier boys. He said, "There's but a shirt and a half in all my company, and the half shirt is two napkins tacked together." But better days came. There was then no such officer as a boy's supervisor. Supervision was taken a

week at a time by the gentlemen teachers and the principal.

The first chapel services for the mutes were in strange contrast with the same services at a later period. They were conducted in a corner school room at the west end of the school house. The pupils stood during the whole service. The Blind were then in the Institution and were sent to the churches in town on Sunday. It was a long cherished project of the Trustees to erect buildings for the Blind on the north side of the Northern Wagon Road where the State owned a site that would have been a good one for such a purpose. Their thought was to have one Board manage the two Schools.

Time passed on and we moved from the rear building into the east wing. Then later we took possession of the centre building, then of the west wing, and at last we found ourselves living in the front.

For many years the meals of pupils, teachers and Principal's family were served at the same time and in the same room — a democratic arrangement that the tax payer of the period regarded with profound veneration. The period of instruction then allowed was seven years. In 1871, it was increased to eight years.

At the close of the school term the public exhibition in the chapel was looked forward to as a great event. The Blind pupils furnished music and oral recitations—the mutes, exercises at the slates and pantomime. The attendance, especially from the country was good.

If I remember correctly the printing, shoe making and cabinet making trades were introduced for the mutes, and basket making for the Blind, during my connection with the school. It is far easier to get money now than it was then, and as the state grows richer, it is to be hoped that the School for the Deaf will always be generously cared for, and that success will attend all efforts made for the welfare of God's silent ones.

EGBERT L. BANGS,
Ex-Prin., Mich. Inst. D. & D.

Mr. Bangs omitted to mention that in the fall of 1867 articulation was introduced. At this time there were 125 pupils, and of these 25 received lessons in articulation. In 1872, Governor Bagley recommended that an appropriation be made by the Legislature for the purpose of supplying amusement and reading matter for the pupils. $2,000 was given, and with a portion of this fund, books were purchased, and the formation of a library was begun. As the outgrowth of printing being taught to the pupils, the Mirror was issued in 1874. We find that in 1875, there existed a literary society, the "Silent Debaters." In 1876, specimens of work from the several industries, were sent to Philadelphia. Of the eight prizes awarded to the educational exhibits of Michigan, one was received here. In the spring of that year, 350 trees were set out upon the Institution grounds to commemorate the year. In May, Mr. William L. M.

Breg died. He had been a teacher in the school for 23 years.

During the summer of 1876, Mr. J. Willis Parker, B. A., who had been a teacher in the school, was elected Principal ad interim. At the close of the school year, he was chosen Principal, and served as such for two years. During the spring and summer of 1877, rooms for the printing-office and the shoe shop were fixed up in the second story of the cabinet shop. These had been in the school wing. Broom making was introduced during that year. In June, 1879, Prof. Parker, his health necessitating the change in climate, left to accept the principalship of the Kansas Institution for the Deaf. Thomas MacIntire, Ph. D., who had been for 26 years Principal of the Institution for the Deaf, at Indianapolis, Indiana, was chosen to succeed him. In 1879, upon the recommendation of the Board of Trustees, the Legislature provided for the removal of the blind pupils from this school. In the fall of 1880, the Blind did not return, but the places made vacant by this removal, were nearly all filled by deaf pupils. In October, 1879, a new literary society was organized, called the "Silent Literary Society." In the laws of 1881, Act No. 233, provided for the appointment of a Superintendent. In June, 1882, D. H. Church was was appointed to that position. Mr. Church had been connected with the school as Steward for nine years. At the same time, F. A. Platt, a graduate of Michigan University, and for many years a teacher in the Institution, was employed as Principal. In September, 1883, Mr. Platt resign-

ed to go into business. At this time, the plan of organization was changed, by placing all departments under the Superintendent's control, and abolishing the office of Principal. Mr. M. T. Gass, Superintendent of the public schools of Flint, was tendered the position of Superintendent which he accepted. Mr. Church remained as Steward. Mr. Gass was a graduate of Michigan University, classic course. At this date, on account of a prospective increase in numbers, the erection of a new building was begun, and completed in the fall of 1884. The dining-room and kitchen are in this building, and it also furnished apartments for the Superintendent and his family, and additional dormitories for the girls. This proved to be a wise provision, and made none too soon; for nearly all the available room was occupied immediately upon the opening of school in the fall, and has continued filled since. In 1884-5, an examination of the house sewerage disclosed the fact that it was very defective. A complete overhauling of the entire system was made, and it was thoroughly improved. At the same time the old system of steam heating was changed for the low pressure system. This work was done under the direction and supervision of the competent engineer of the Institution, Geo. L. McQuig and his assistants. In connection with this work also, there was an entire change made in the system of ventilation. Many other improvements were made during the administration of Mr. Gass. A wood-shed was built in 1884, a piggery of brick in 1886, a tool and lumber shed in 1887, a green

house in 1888, and a stock shed in 1889. A cottage for the Superintendent was built in 1888-9. This, with the exception of the brick and mason work, was entirely built from the shops of the school, and by the work of the boys in them, after plans drawn by the Superintendent. It is artistic in design, and elegant in finish and workmanship, and stands as a monument of the skill and industry of the pupils of the school, and a credit to the instruction they receive in manual training.

In 1887, sixty acres of land were purchased, and added to the Institution farm.

In 1886, an art department was established in the school. Through this, all pupils receive some elementary instruction in drawing, and those who show themselves possessed of marked talent are given special instruction. There was added to this department in 1888, wood carving.

In 1888, an oral department was organized in the the school, with a single teacher engaged in this line of work.

In the summer of 1890, the sentiment of parents was ascertained by correspondence, concerning the uniforming of the boys, and during the following year uniforms of a navy blue flannel were procured, and the boys required to wear them. In connection with this movement, there was established in 1891 a tailoring department.

In 1890, after carefully canvassing the field, the SILENT EDUCATOR, a paper supported by, and designed for deaf-mute instructors, was issued from the printing office of the school, by two of its most enterprising teachers, Mr. Geo. W. Cook and

Mr. Thomas Monroe. This was done primarily to meet a very general need and demand for such a paper, and secondarily to give more steady employment to the great number of pupils in the printing department of the school. It proved a most successful enterprise.

In 1891, a change was made in the chapel. The walls were beautifully decorated and an inclining floor put in so that every pupil can see the speaker, without having his view obstructed by those in front.

In July, 1892, Mr. Thomas Monroe, who was educated at the Flint High School, and had taught for ten years in the school, and by his ability and energy, had raised himself to a high position as a teacher of the deaf, was elected Superintendent. Mr. Monroe entered at once with great energy upon his new duties, making changes in the system of sewerage that were sadly needed, and laying wise plans for the future of the school.

In August, he ably represented the Michigan School at the Conference of Principals in Colorado; impressing that assemblage with the idea that his selection as Superintendent by the Board of Control, was a very wise one.

But he was destined never to have the pleasure of speaking, as Superintendent from his chapel platform, to the children who loved him. Early in September, before the opening of the school, he was stricken with typhoid fever. He lingered until the 30th of that month, ministered to by a devoted wife, when he passed to his rest, surrounded by those who loved him most, mourned by all the

children of the school most devotedly, and having just attained the ambition of his life:—to be the head of the Michigan School for the Deaf. A sadder death has never occurred in the history of this school, nor of any other.

On Mr. Monroe's death, Mr. Thos. L. Brown, the oldest teacher of the School, was appointed Acting Superintendent. At the October meeting of the Board of Control, Mr. Francis D. Clarke, then the Principal of the Arkansas State School, and who had been thoroughly trained in the profession of teaching the Deaf by an experience of many years as a teacher in the New York Institution, and who was very highly recommended for the Superintendency, by almost every Principal of a School for the Deaf in the Northern States, was elected unanimously. Mr. Clarke took charge of the School on December 1st, 1892; and on that morning, for the second time in ten years, the pupils of the school were addressed in chapel, by their Superintendent in their own language.

The time since then has been too short to decide whether Mr. Clarke will be able to lift the Michigan School for the Deaf to a position among the Schools for the Deaf as high as that of the Michigan State University among Universities. Such is his aim. That he may succeed is the hope of all interested in the welfare of the deaf children of America.

Present Officers, Michigan School for the Deaf.

CENTRAL BOARD OF CONTROL:

Hon. J. T. Rich, Governor of Michigan, *ex-Officio*,..President.
Alexander McMillan, Lansing.....Vice President.
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Miss Lida Richmond.....Matron.
Dr. O. Millard, M. D.....Physician.

Mr. Willis Hubbard,	Teacher,	10th Grade.
Mr. Thos. P. Clarke,	"	8th "
Mr. Thos. L. Brown,	"	8th "
Mr. T. J. Allen,	"	7th "
Mr. J. J. Buchanan,	"	6th "
Mr. C. M. Pierce,	"	5th "
Mrs. Jessie Monroe,	"	4th "
Mrs. L. K. Clarke,	"	3rd "
Miss Lina Hendershot,	"	3rd "
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Miss Ella Crawford,	"	2nd "
Miss Bessie Garlock,	"	2nd "
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Miss Ida M. Jack,	"	Articulation.
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Mrs. Cecelia Evans,		Nurse.
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Mr. John Lynch,	"	Shoe Shop.
Mr. George Bieck,	"	Tailor Shop.
Miss Agnes Ballantyne,		Sewing.
Miss F. E. Cobb,		Mending.

IOWA

SCHOOL FOR THE DEAF,

COUNCIL BLUFFS.

A Sketch of its History, Growth and Present Facilities,

BY

G. L. WYCKOFF.

ILLUSTRATED.

PRINTED AT THE SCHOOL.
1893.

IOWA SCHOOL FOR THE DEAF.

BOARD OF TRUSTEES.

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Council Bluffs, Pottawattamie County.

HON. C. S. RANCK,
Iowa City, Johnson County.



HENRY W. ROTHERT.

Born in Cincinnati, Ohio,
September 11th, 1840.

Located at Keokuk, Iowa, in mercantile business in 1857. Connected with school work as member and President of School Board nine years. Member of City Council and Mayor of the city six years. Represented the first Senatorial District in the General Assembly eight years. President of the Senate two years and Lieutenant Governor one year. Had charge of Public Lands in Wyoming, commissioned by President Arthur, three years. For the six years last past been Superintendent of the Iowa School for the Deaf.

SUPERINTENDENT.

HENRY W. ROTHERT.

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ALEXANDER HARDIE.....BOOK-KEEPER.

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MRS. MAMIE POOLE.....SMALL BOYS' SUPERVISOR.

ANNA CABELKA.....NURSE.

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JANE WALKER.....Foreman of IRONING.

PHYSICAL CULTURE.

JOHN W. BARRETT.....TEACHER.



G. L. WYCKOFF.

Born in Oneida County, New York,

January 22, 1850,

Came west with his parents and located in Jackson County, Iowa, in 1864. Subsequently removed to Kansas and entered upon the work of instructing the Deaf in 1873. After ten years of labor in the Kansas Institution for the Deaf and Dumb, he was called to the Iowa School for the Deaf. For the six years last past he has been the Principal of this school.

EDUCATIONAL DEPARTMENT.

G. L. WYCKOFF, Principal.

Teachers.

Academic Grade.

C. SPRUIT, W. S. MARSHAL,

S. C. BRIGHT.

Grammar and Primary Grades.

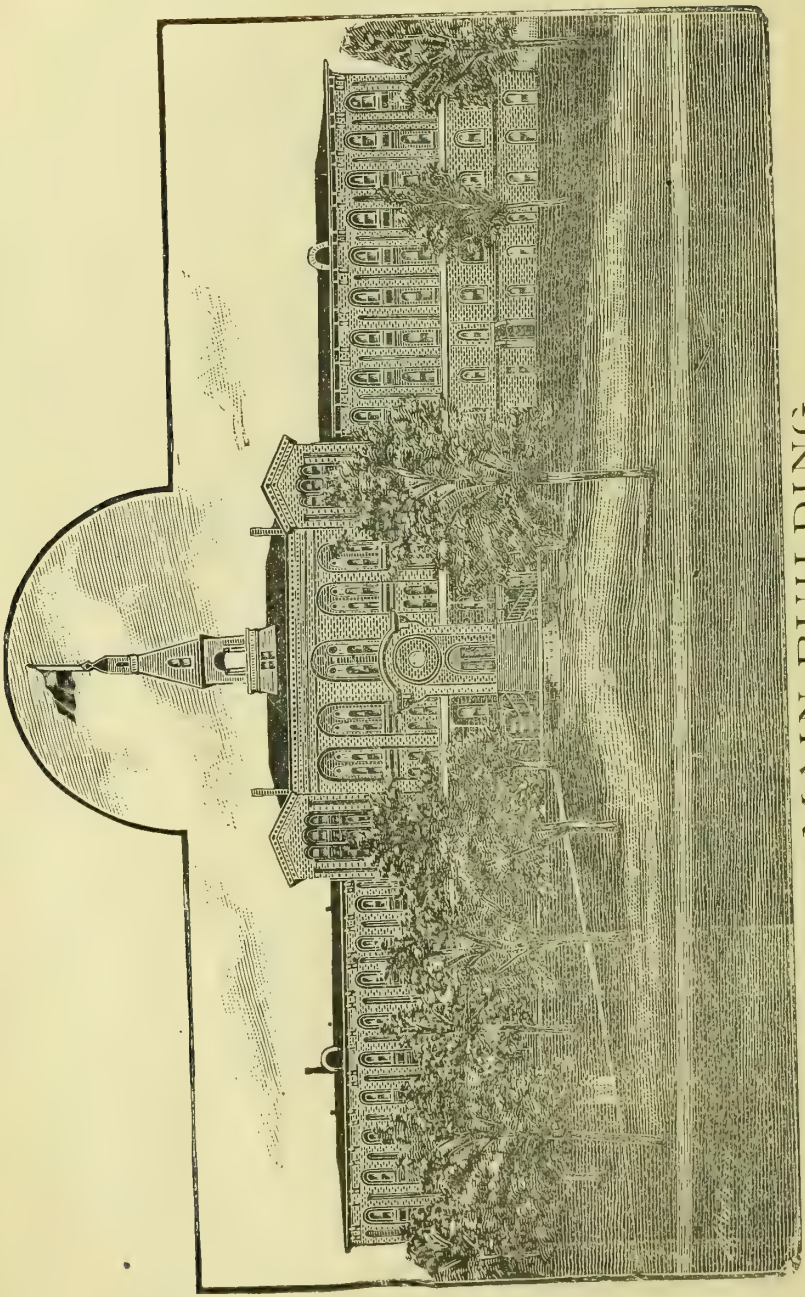
HIRAM PHILLIPS, EDWIN SOUTHWICK,
CONRAD ZORBAUGH, F. C. HOLLOWAY,
JOHN W. BARRETT, FLORENCE WILCOXSON,
FANNIE GLENN, MARGARET WATKINS,
FRANCIS EDDY, Mrs. ALEX. HARDIE,
OLLIE TRACY, GUSSIE KRUSE.

Articulation.

MARGARET HAMILTON, OLIVIE BRUNING.

Drawing and Painting.

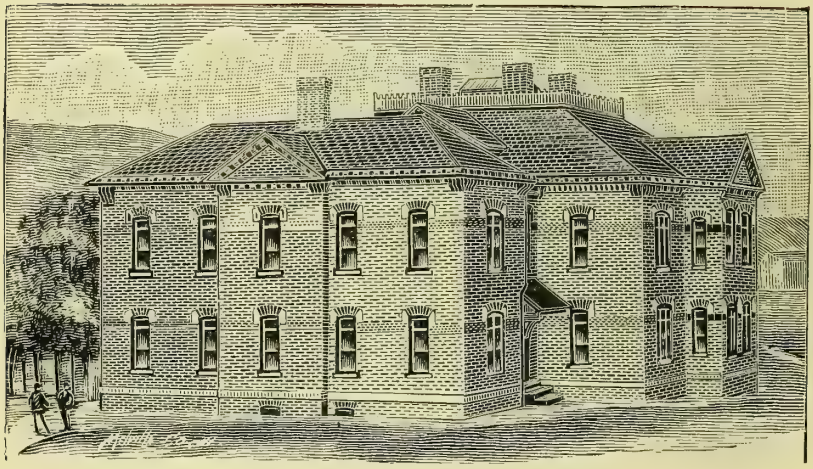
FLORENCE CLEMENT.



MAIN BUILDING.

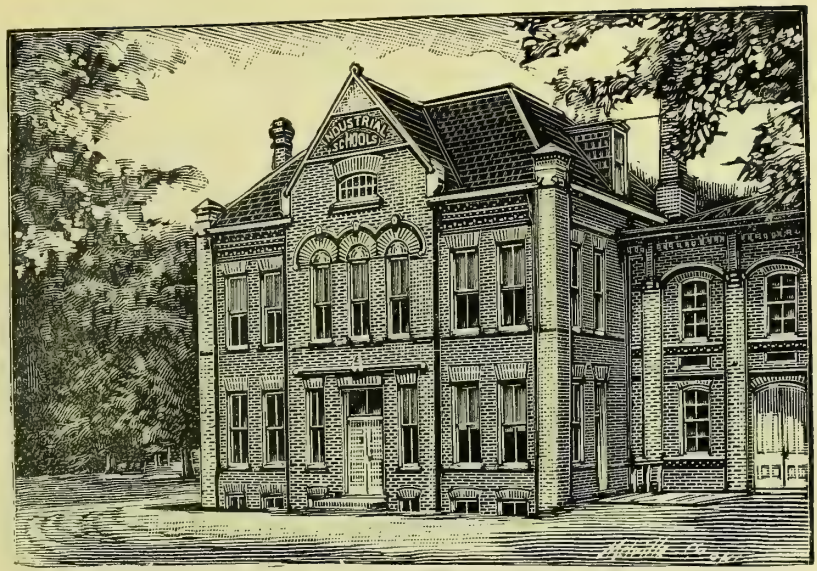
THE MAIN BUILDING.

The Main Building is composed of a center five stories high with an east and west wing of four stories each. The entire length is three hundred and twenty feet and width sixty feet. The east wing or girls' side is occupied in third and fourth floors by the girls' dormitories. The second floor is used for guest chambers, girls' sitting rooms, girls' study rooms and sewing department. The basement floor contains girls' bath and clothes rooms, female domestics' sleeping apartments, store room and gymnasium. The west wing or boys' side has, on the third floor, the smaller boys' dormitories, while the fourth floor is occupied by the larger boys. The second floor contains boys' study rooms and boys' reading room. In the basement are boys' bath and clothes rooms, sleeping rooms for male help and the flower department with a conservatory attached on the outside, in rear of building. The fifth floor of the central building is used for the hospital. This is complete in itself, having hot and cold water, steam heat, electric light and gas, bath room and closets, pantry and nurse's rooms. There are separate apartments for boys' hospital, girls' hospital, parents' room, doctors' room, preliminary ward for contagious diseases, and a separate hospital, isolated and secure, for care of patients suffering from sickness, infectious and contagious. An elevator from the basement runs to the hospital with intermediate landings on floors below. The fourth story of the central building was formerly occupied for chapel purposes but is now divided into large airy rooms for large boys' dormitories. The third floor is occupied by the rooms of resident male and female teachers. The second or office floor contains the parlors, two guest chambers, public and private office of superintendent and the living rooms of superintendent and matron. Basement or first story is divided into two large rooms designed and used as play rooms, one for the boys the other for the girls. There are two stand pipes with valves on each floor and hose attached, leading water direct from the reservoir for fire protection. Fire escapes have been placed on every side of the building, including front and rear. A complete system of water closets and wash rooms and trunk rooms on each story and in both east and west wings add greatly to the completeness of the whole. Every room in the entire building has electric light, gas, and steam heating. Underneath the entire structure, a tunnel runs from east to west with an outside opening allowing pure and fresh air to permeate every space within its confines. The wings are covered with tin roof, while the central building has a slate roof in the center of which rises a forty feet tower affording a view of Council Bluffs, Omaha, Nebraska, and the surrounding country.



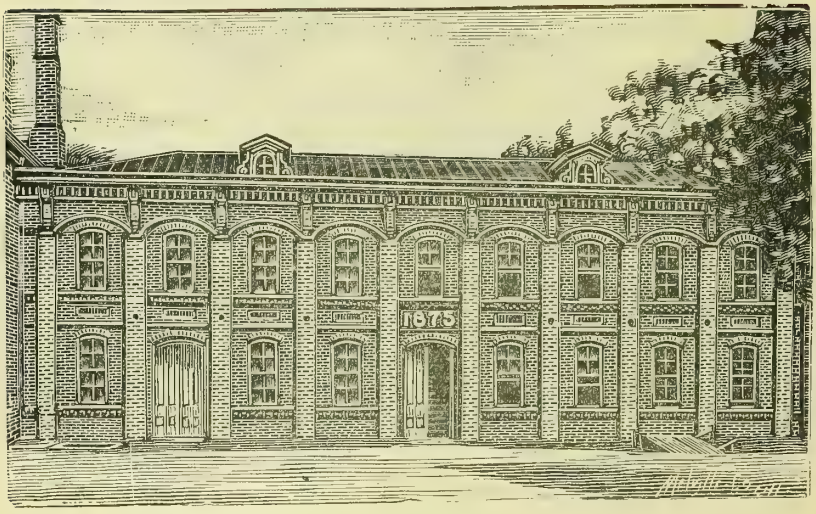
OUR SCHOOL HOUSE.

We take much pleasure in introducing to our readers a cut and short description of our school house. It is built of brick, two stories high, besides a basement and attic, with a slate roof. The figure is that of a square with wings. The location is on a gentle eminence, at a distance of about fifteen rods from the main buildings. The first and second floors each have five school rooms on each side of a hall passing through each story, making twenty large, well ventilated recitation rooms, each of which is supplied with individual folding desks for the pupils, and heated by steam from our boiler house. Each school room has a cloak room for the use of the pupils and a closet for the use of the teacher. The recitation rooms average 20x30 feet, and a blackboard 4½ feet wide extends around all the walls. Two sash in each window have square glass 2½x2½feet—transoms of colored glass surmount each window, and serve as ventilators—transoms also surmount the doors of the recitation and cloak rooms and serve the same purpose. The location affords a view of landscape scenery across the Missouri to its banks on the Nebraska side, with Lake Manawa and the cities of Omaha and Council Bluffs in the distance.



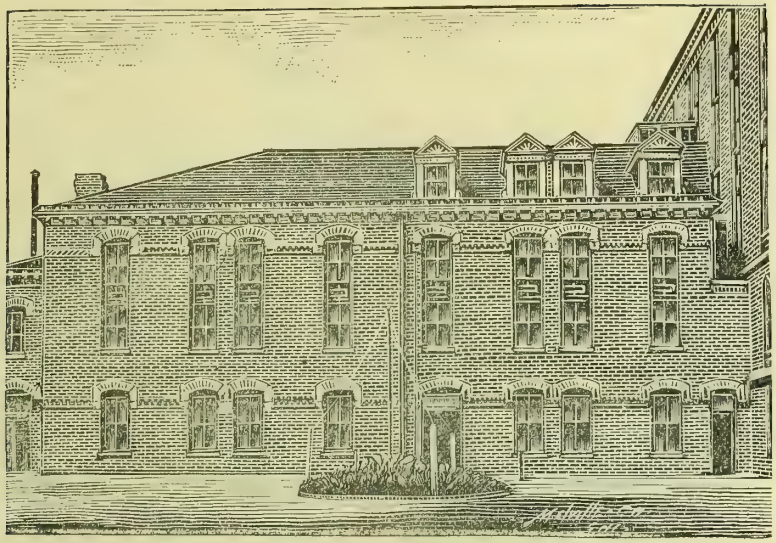
CENTER BUILDING OF INDUSTRIAL SCHOOLS.

This structure was erected in 1889 to meet the growing and urgent requirements of the Industrial Department of the Institution. It adjoins the old shops or south wing on the north and is so placed and constructed that, should in the future necessities require it, a north wing can be attached thereto and thus form a complete and solid building for the practical training of all pupils assigned to the various trades taught. It is forty feet front and thirty-six feet wide and including basement, three stories high. The basement floor (provided with an area space of six feet on west and north side, giving ample light and ventilation) is occupied by the broom making department. It also contains the large steam cylinder press on which our weekly paper, THE DEAF HAWKEYE, is printed as well as job presses, cutting machines and incidental supplies and machinery for our printing office. The second floor is to be used for a manual training school and is at present a store room for finished work of the carpenter and cabinet department. There is also an office for the Superintendent on this floor. The second floor, sixteen feet high, is the compositors' room or the printing office proper. It is provided with all reasonable modern improvements and possibly is entitled to favorable comparsion with any printing office of similiar dimensions in the state. The entire building is lit by electric light controlled by switches on each floor, is heated by steam from a boiler in an adjacent building. It is covered by a tin roof and all its floors are of double thickness save basement floor which is of cement. It has fifty windows providing more than ample light and ventilation. It is one of the best, if not the best building, erected by the state on our premises.



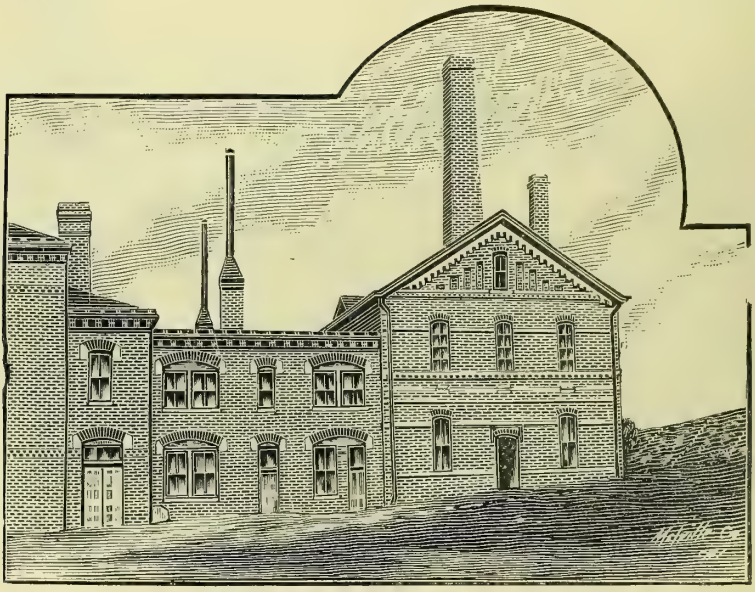
SOUTH WING OF INDUSTRIAL SCHOOLS.

This building was erected in 1875 and at that time was considered ample to provide for the wants of the school. It is a good brick structure two stories with tin roof. It is eighty feet long and thirty feet wide, each floor divided into two large shops with hall and stairway in the center. The basement or cellar is occupied by boiler and engine room and paint shop. The ground floor south side is the carpenter shop proper, while the north room is the machinery hall in which are turning lathes, circular saws board saws, mortice machines, etc. The second floor immediately above machinery hall is a room, thirty by thirty-six, devoted to the tailoring department. This is perhaps the best finished room in the entire building, having oak floor, oak wainscotting and oak finish. The room south of this and immediately above the carpenter shop is used for the shoe shop. All necessary benches, tools and machinery are contained in this room to assist the pupils in securing a knowledge of the trade. Each floor has steam heating and electric light. The entire building is suitably arranged for the purposes for which it was built.



PUPILS' DINING ROOM AND CHAPEL.

This structure is situated immediately in rear of and adjoining the main building. The entire lower floor, seventy by eighty-five feet, is assigned as a pupils' dining room. Access to this room is had by doors on the east and west sides as well as by hallways leading direct from boys' and girls' play rooms. It contains thirty-six tables, each table seating eight pupils. The same system of steam heat, gas and electric light prevails here as elsewhere. The chapel, in second floor, is seventy feet long and fifty feet wide and twenty-five feet high. It is furnished with three hundred chairs for the accommodation of the pupils. An elevated platform or stage covers the center of the south wall. A large gallery runs the entire width on north side of chapel room thus affording all facilities for a large convenient audience room. The space remaining between chapel and main building, on second floor and above pupils' dining room, is divided into commodious rooms for library, reading room, museum, board room, superintendent's main office and book-keeper's office. A large hallway passes through the center while two pairs of large folding doors open into the chapel so as to secure additional room for chapel purposes when occasions require it. Above these rooms and in rear of gallery, in the third story of the building, are four large sleeping apartments for officers of the institution. This new addition, viz., the enlargement of pupils' dining room, gallery, library, and offices and private rooms above was erected, in 1890, by provisions of the Twenty-third General Assembly and affords adequate accommodations for the purposes.



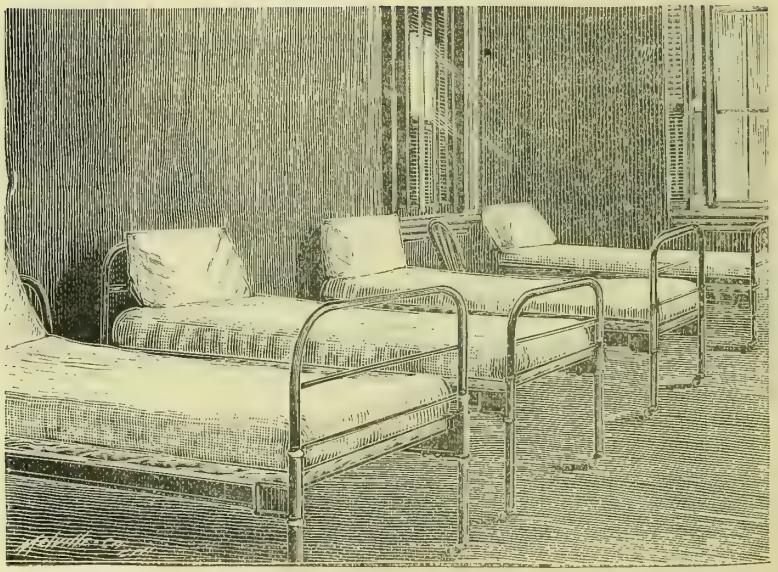
LAUNDRY AND KITCHEN.

Immediately in rear of pupils' dining room is situated the kitchen. It is a two story building, containing on first floor, two pantries, steam room and kitchen proper. The floor is of cement and the ceiling of corrugated iron and walls plastered. Two dumb waiters lead from this floor to the three rooms above used respectively for helps'. dining room, officers' and teachers' dining room and superintendent's dining room. The laundry is a large two and one-half story building with basement or cellar below. Here are placed the five large boilers which supply the steam for heat and power. On first floor is the laundry proper divided into three rooms, receiving room, supply room and wash and steam room. A small engine runs the washers, wringers and mangel above. The second floor is the ironing department. Here is situated the ironing school where the girls under competent training are taught this important branch of household work. In the southwest corner of this building, a large room has been set aside for the Cooking School and supplied with stove, pantry and cooking utensils, a truthful copy of a well appointed kitchen.



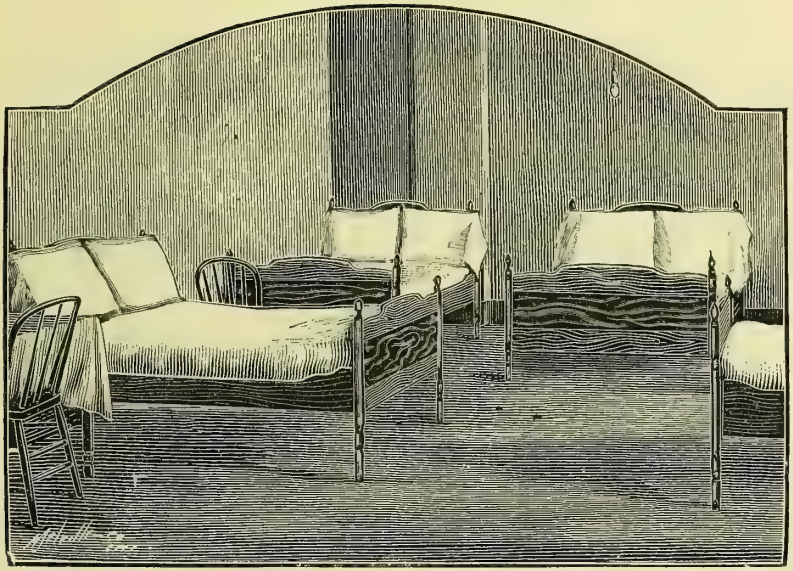
COW BARN.

This structure was erected especially for our herd of Holstein Cows, forty in number. It is situated on the easterly side of our grounds near the fish pond. It is built of wood in modern style. The barn is 112 feet long, 38 feet wide and measures from ground to top of cupola 40 feet. The front two story annex is occupied below as harness room while the second story is intended for living room for the foreman in charge. It has all modern conveniences, being provided with an ample supply of water from a drive well connected with a large receiving tank in second story from where it is distributed by pipes to all parts of the barn. A tile sewer with laterals reaches every part of the stable floor. The loft contains the hay and grain and food for horses and cattle. A large hallway or drive 10½ feet wide runs through the center on either side of which are located the horse stalls (ten in number) and the cow stalls (forty in number). Horse stalls are made of solid oak plank while the cows are fastened by Newton's patent cow tie, a device which renders stanchions and partitions useless. The name of every animal in the barn is painted above the stall and in the rear of each cow slates have been fastened on the side wall upon which the daily results of milking are written, which being copied, gives a complete record of each animal. In the cow lot, but detached from the main building are wagon and buggy sheds, calf stalls, hay racks and corn cribs. As a whole, with all its appurtenances, it is a very commodious and complete structure.



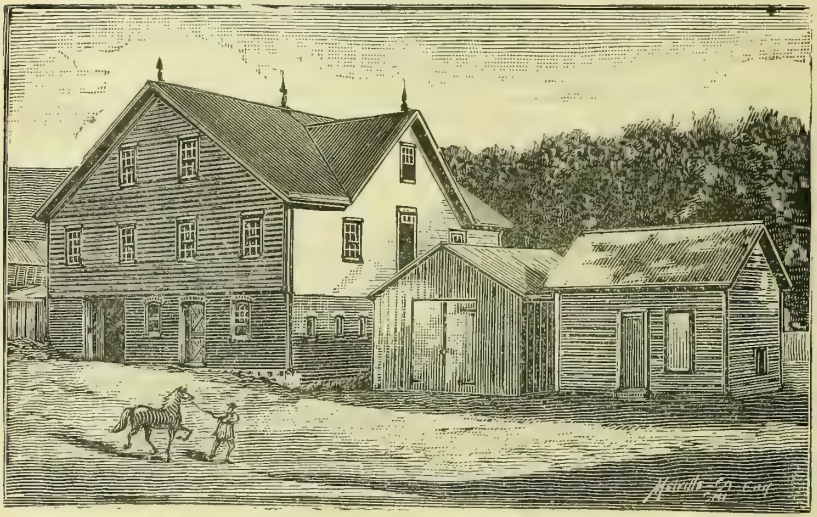
INTERIOR VIEW OF A BOYS' DORMITORY.

The boys have single bedsteads. These iron beds are of the latest and most approved pattern with woven spring wire mattress. The bed proper consists of one mattress, one protector, two sheets, one or two comforts, one spread and a feather pillow. There are twenty-two dormitory rooms, fourteen on fourth floor and eight on third floor, for the accommodation of the boys. These rooms are of various dimensions and the bedsteads are so arranged as not to crowd any one room to the discomfort of the pupils. A steam radiator in each room provides the necessary warmth in winter, and due attention is paid to proper ventilation. Small gas jets are kept burning in hallways, water closets, and stairways during the entire night, while during the early hours of evening or morning electric light is furnished to every room. Window shades are provided to every dormitory, while some have inside blinds. Pupils are required to make their own beds under the supervision of an attendant.



INTERIOR VIEW OF A GIRLS' DORMITORY.

All girls' Dormitories are provided with double wooden beds furnished with spring mattresses on which rest wool mattresses covered with sheets, comforts and feather pillows. There are fifteen rooms assigned in third and fourth stories for girls' sleeping apartments. Like those on the boys' side, they have steam heat, electric light and gas and each window provided with shades. It has been the aim to make these Dormitories as homelike as possible. Each has the requisite number of chairs and tables also portable wardrobes for the wearing apparel of the children. To avoid encumbering the bed rooms, special trunk rooms are provided on each floor to which pupils have access under direction of the supervisors. In each Dormitory, thermometers have been placed and a record thereof is made three times during the night by the Lady Night Watch in charge and filed with the Superintendent every morning. Pictures and keepsakes sent by loving friends adorn the walls and are placed on the tables for the amusement and comfort of the pupils.



HORSE BARN, CARRIAGE SHED AND TOOL HOUSE.

For the accommodation of the farm teams and shelter of the wagons and farm machinery this building was erected in 1882. It is forty feet long by thirty-seven feet wide. The lower or basement story is of brick, while the upper or second story is of frame. It is easy of access, and so constructed as to afford ample storage room in loft for hay and grain, while the stalls in first story will accommodate twelve horses. It has electric light both inside and outside and is in near proximity to both water station and hay scales. The Carriage Shed and Tool House are one-story frame structures erected for the purpose their names respectively imply. They are conveniently situated adjoining the Horse Barn, and afford the necessary accommodations for the protection of all the tools and the lighter vehicles and machinery belonging to the institution.

HISTORY OF

THE IOWA SCHOOL FOR THE DEAF.

For nine years after the admission of Iowa as one of the states in the Union in 1846, provision for the education of its deaf children was made in various irregular ways. For a time they were assisted to attend schools in other states. Later Mr. W. E. Ijams, a gentleman of liberal education and considerable experience in the instruction of the deaf, established a private school in the then seat of government of the state, Iowa City. This school, though not under state supervision, was aided by a modest grant from the treasury of the Commonwealth and was finally adopted on January 24th, 1855, a "State Institution for the Deaf and Dumb," an act to establish it under that title having been passed by the General Assembly and approved by the Governor on that date.

This act provided that the institution should be governed by a Board of Trustees composed of the Governor, Secretary of State, Superintendent of Public Instruction and four other members elected by the Senate and House in joint session. Under this law the first Board of Trustees was composed of the following members:—

Hon. James W. Grimes, Governor;
Hon. G. W. McCleary, Secretary of State;
Hon. J. D. Eads, Superintendent of Public Instruction;
William Penn Clarke,
John C. Culbertson,
Rev. F. A. Shearer, and William Crum.

Fortunately, the legislative power was content to establish the institution and provide financial support for it. It is too often thought necessary to furnish, in addition to a board of managers, a minute code of laws for the government of state institutions. These have almost invariably proved an impediment to advancement and a preventive to

development. No state legislature, no matter how wise nor how careful, can legislate as well for a complex community, like a school for the deaf, as can those who have made the management of such interests a special study. The General Assembly of Iowa made no such mistake. The entire organization and management was left unlimited in the hands of the board and it has so remained to this day; almost the only legal requirement incumbent on the board being the obligation to show a faithful expenditure of funds in accordance with their own plans for the good of the school.

The Board immediately proceeded to organize by electing Mr. Shearer, President; Mr. McCleary, Secretary; and Mr. Culbertson, Treasurer. Mr. Ijams' private school of twenty pupils with his wife as Matron, and Perry Barnes, assistant teacher, passed on the third day of February, 1855, without change, under the control of the new board. The quarters already provided in a small frame building on one of the principal streets of the city, though far from suitable for the uses of the school, were retained. With the beginning of the next term it was found that additional room must be obtained. The legislature in organizing the institution had appropriated ten thousand dollars for its equipment and support for the years 1855 and '56. A considerable part of this sum was expended for furniture and rent of building but the thirty four new pupils admitted before the first report of the officers to the General Assembly was made compelled the renting of another house at some distance from the first to be used as a boys' lodging and school-room. The increased number of pupils had also rendered necessary the employment of an additional teacher, Mr. DeWitt Tousley, a deaf gentleman, formerly a pupil of the Ohio Institution. So rapid was the growth of the school that Mr. Ijams in his first report, made a little less than two years after the formal opening, catalogues the names of fifty-four pupils who had been in

attendance, and states that forty four were actually present at the date of the report.

Seven thousand dollars was appropriated by the General Assembly for the maintenance of the Institution in 1857, but, notwithstanding the severest economy, a deficiency of about one thousand dollars was found at the end of the term.

The officers and trustees of the institution early recognized the impossibility of a well conducted school lodged in rented buildings ill adapted to the uses demanded, so they early began to petition for a permanent location and buildings designed expressly for the deaf. The legislative power, however, thought that the time for permanent buildings had not yet come, though the support. fund was increased from $7,000 in 1857, to $8,000 for each of the years 1858—59. Notwithstanding the increased appropriation the report for these two years notes a deficiency and calls attention to the fact that the management of the institution had been compelled both by lack of funds and room to limit the attendance.

The legislature, instead of remedying this condition, slightly reduced the available funds for the succeeding two years so that it was found impossible to retain those teachers already employed, and the most rigid economy in every direction became necessary. At the close of this period there was but one assistant teacher, Mr. J. H. H. Ijams, afterward Superintendent of the Tennessee Institution for the Deaf, though there were fifty-nine pupils. It is easy to imagine the embarrassments of a Superintendent under such circumstances. Mr. Ijams had not only to oversee and manage everything in connection with the school but he was also teacher, steward, book-keeper and superintendent in one. So onerous were his duties that his health finally becoming seriously impaired, he was compelled to resign. Fortunately for the institution it was at that time in charge of a board of trustees who recognized in a superintendent

the necessity of experience and familiarity with the work. Casting about them for a suitable successor to Mr. Ijams, their choice fell upon Mr. Benjamin Talbot, a gentleman who had been for several years employed as a teacher in the Ohio institution for the deaf at Columbus. A more fortunate selection, considering all the circumstances, could hardly have been made. The strict probity, thorough scholarship and ripe experience of the new head of the school were all needed for the upbuilding of facilities for the education of the deaf of the state. Coming as he did at the beginning of the term of 1863, in the battle summer, when all the energies of the state and its people were turned to the war for the preservation of the Union not much more could immediately be done than to maintain what had already been established. Even through the war time the school continued slowly to grow in numbers and with the close of the conflict the resolution to proceed immediately to a permanent establishment found expression by an act of the General Assembly passed April 3rd, 1866. This act provided for the establishment of the institution at or near Council Bluffs in the extreme western part of the state. The exact location was to be decided by a Commission who were also empowered to select plans and receive bids for the construction of buildings. Three of the most prominent citizens of Council Bluffs, Thomas Officer, Caleb Baldwin and E. Honn, constituted the board. Mr. Officer had for many years been himself at the head of the state Institution for the Deaf and Dumb of Illinois, and was very properly placed at the head of the commission. After considerable deliberation a tract of eighty acres just outside of the city limits on the south east was selected and various architects in different parts of the country were invited to submit plans. Bids for construction upon those preferred were also received and the whole subject referred to the General Assembly to meet in January, 1868, with the recommendation that an appropriation of $300,000 be made for the

immediate construction of the buildings. This amount was not granted but a sum sufficiently large to complete the center and one wing of the proposed edifice was set apart for the use of the commissioners who immediately proceeded to let the contract. By the terms of this agreement the buildings were to be ready for occupancy in the fall of 1870. The contract price was $121,500, far too low to secure a good building of the size and style contemplated. The plans too were found very defective so that the structure finally completed and delivered by the contractor bore very little resemblance to the one designed by the original architects. It was the first of December, 1870, before pupils could be admitted and even then they found it almost impossible to live comfortably in the great barn like structure provided for them. The heating apparatus proved inadequate and stoves had to be set up in most of the rooms; the gas works froze up, leaving kerosene lamps as the only dependence for artificial light; the walls settled and cracked until serious alarm was felt lest a colapse be experienced. In short the building was found to be poorly designed, worse built, and very incompletely and inefficiently equipped and furnished. Before the end of the first year it was found that the water supply must be enlarged. The original intention had been to rely upon cisterns. A windmill on the bank of a creek a half mile away mitigated somewhat the conditions found so unfavorable but a few calm days frequently reduced the supply of aqueous fluid to nothing. To obviate this difficulty a large reservoir supplied by a stream pump was built upon a high elevation in the rear of the Institution.

Up to the time of the removal to Council Bluffs, no attempt at industrial education had been put forth. With the meeting of the first General Assembly after the location in the new home an urgent request was made for money to establish instruction in handicraft. The subject was regarded of such importance that a grant of $15,800 was

allowed "for the erection of shops and to provide tools for the same." A substantial brick structure, thirty by eighty feet, two stories and a basement, gave ample provision for the inauguration of the new department.

The main building of those designed for use in the new location at Council Bluffs was to be of three parts, a center and two wings. Only the center, five stories high and one wing, four, were provided for under the first appropriation of $125,000. The Legislature of 1876 decided that the remaining wing should be added, but work had hardly begun upon this improvement before another disaster befell in the destruction by fire on February 25th, 1877, of the part already built. That this event involved no loss of life is to be numbered among the merciful dispensations of a Divine Providence. A midnight conflagration in a building unprovided with fire escapes or adequate facilities for the extinguishment of flames and filled with deaf children was a sight to fill the stoutest heart with alarm. But all escaped uninjured. The shop building was converted into dormitories and school rooms and though part of the pupils were dismissed to their homes there was only a temporary interruption of the regular work of a number of the classes.

None of the public buildings of Iowa are covered by insurance, but as pecuniary provision for the west wing had already been made and the walls were partly built it was thought that comfortable quarters for a limited number could be furnished in time for the opening of the succeeding session. With this end in view the first of the spring weather saw the contractors energetically engaged, and each succeeding day brought nearer the completion of the structure. In August this hope was dashed to the ground by a tornado which nearly demolished all that had been done during the earlier part of the summer. Still the school opened in the fall with a much decreased number of pupils but with an added department, that of articulation.

Previous to this time no regular instructor of this branch had been employed, but with the enforced diminution of classes at the time of the fire several teachers were necessarily thrown out of employment for the time being. Among those was Mr. Gillespie who had had charge of the highest class which was disbanded. Taking advantage of this circumstance, he proceeded to Boston and placed himself under the charge of Alexander Graham Bell, at that time known only as the introducer of a system of Oral Instruction for the deaf, and in a few months became so proficient in this peculiar art that upon his return at the opening of the succeeding term he was placed in charge of the articulation department in which, however, he was not long to continue for with the gathering to gather of the General Assembly which met in the winter following the fire there came great legislative hostility to every thing connected with the institution. Part of this was unquestionably the result of the general financial depression just then passing over the country but more arose from the personal unpopularity of Mr. Talbot among those who controlled the political affairs of the state. Inside of the institution, among those who knew him well and were most familiar with the man and his methods he was highly esteemed. None questioned his integrity and his ability as an instructor was indisputable but he was not a man calculated to win great general popularity, and in fact it must be said that he had become decidedly unpopular in certain circles among those whose influence was all powerful in controling legislation. The result was unfortunate for the school in more than one way for it led to a violent reduction in the support funds, an entire change in the personal of the Board of Trustees and through that to a change in the superintendency and the resignation of many of the most valuable teachers. Mr. Moses Folsom, a newspaper man of Chariton, was elected to the vacancy caused by the resignation of Mr. Talbot. He had had no experi-

ence in the education of the deaf and being deprived of the services of most of the competent teachers who had formerly made the supervision of the school work a matter of small difficulty, not very great progress was made under his administration of two years. The central part of the main building, however, was rebuilt during this time. Mr. Folsom's talents were more of a literary than executive character and he himself recognized his unfitness for the position to which he had been elected. In the establishment of a printing office and newspaper in connection with the institution a way was found to utilize his services as editor and foreman and at the same time provide an opening for the selection of Rev. A. Rogers, a Congregational clergyman, as the active executive head. There was at this time ample room for the exercise of energy and tact in the physical condition of affairs in and around the buildings. Three years of his tireless push and sagacious zeal not only transformed the surroundings and rebuilt the east wing, but secured a corps of young teachers lacking only in training to become as good as the best. Having done this, Mr. Rogers saw that one more familiar with the special work of the instruction of the deaf was needed to direct and control the work that had been brought to this healthy condition. He therefore resigned in August, 1883, and was succeeded by Mr. H. C. Hammond who was called from the superintendency of the Arkansas institution to this larger field of labor. Mr. Hammond had been for many years engaged in the instruction of the deaf in some of the largest and best managed institutions of the country and was not slow to see what was needed for the further enlargement and improvement of the work before him. He saw that good work could not be done without ample facilities and that competent instructors could not be retained unless by the payment of adequate salaries. His first efforts were therefore directed to provide these necessary adjuncts. Principally by his efforts the General Assembly was induced to ap-

propriate money sufficient for the erection of a new school house, chapel and dining room and the fund for the payment of salaries was so increased as to enable a living compensation to be bestowed upon those relied upon for the actual execution of his plans. The water problem which had been a vexed one ever since the establishment of the school at Council Bluffs was solved by the drilling of an artesian well ten hundred and ninety feet deep and furnishing sufficient water for all needs. As an offset to this much needed improvement, there occurred in June, 1885, a windstorm that unroofed the central part of the main building, inflicting great damage to the contents and delaying the opening of school until the middle of October of that year.

In 1886, it was decided that the good of the school would be promoted by the retirement of Mr. Hammond and Mr. G. L. Wyckoff, a former teacher, was elected to take his place. He remained in that position, however, only one year when the domestic and educational departments were placed under separate heads entirely independent of each other, both being directly responsible to the Board of Trustees. Under this new organization, Mr. Wyckoff remained in charge of the school as Principal and Hon. Henry W. Rothert, a gentleman well known throughout the state, undertook the management of the domestic affairs. Mr. Rothert's experience in politics and his wide acquaintance with the leaders of opinion in the General Assembly and the state, combined with great tact and persistency in urging the claims of the school, have been productive of liberal recognition and prosperous growth. Under his administration there has been a general advance of facilities in many directions; buildings have been enlarged and new ones erected; another artesian well has been drilled, and the physical and industrial training of pupils greatly improved.

The Educational Department, too, under more careful supervision than formerly, has sent more students to the

National Deaf-Mute College at Washington than have been fitted to pass the examinations by any other school west of the Alleghanies. It is safe to say that whatever may have been the real merit of the management of the school for the last six years it has been in both domestic and educational department more generally to the satisfaction of parents and pupils than that of any other period of equal length in its history.

OFFICERS OF THE INSTITUTION 1855—1893.

TRUSTEES.

William Penn Clarke ..... 1855—68.
John C. Culbertson ..... 1855—60.
Rev. F. A. Shearer ..... 1855—60.
William Crum ..... 1855—60.
J. P. Wood ..... 1858—65.
Henry Murray, M. D ..... 1860—63.
Thomas J. Cox ..... 1860—64.
H. D. Downey ..... 1860—61.
George H. Jerome ..... 1861—66.
N. H. Brainerd ..... 1863—71.
Thomas M. Banbury ..... 1864—68.
J. Howard Branch ..... 1866—67.
M. B. Cochran, M. D ..... 1866—68.
Thomas J. Cox ..... 1867—71.
T. J. Turner ..... 1868—73.
J. C. Schrader ..... 1868—70.
Thomas Officer ..... 1870—73. ... 1875—78.
Caleb Baldwin ..... 1871—73.
Nathan P. Dodge ..... 1871—78.
D. C. Bloomer ..... 1873—75.
Paul Lange ..... 1873—78.
William Orr ..... 1873—78.
J. W. Cattell ..... 1873—78.
Fred Teale ..... 1878—80.
John H. Stubenranch ..... 1878—84.
Alfred Hebard ..... 1878—80.
B. F. Clayton ..... 1880—86.
Louis Weinstein ..... 1880—
T. H. Elder, M. D ..... 1884—85.
C. C. Carpenter ..... 1885—86.
C. S. Ranck ..... 1886—
A. T. Flickinger ..... 1886—

SUPERINTENDENTS.

William E. Ijams ..... 1855—63.
Benjamin Talbot ..... 1863—78.

Moses Folsom.....1878—80.
Alonzo Rogers.....1880—83.
H. C. Hammond.....1883—87.
G. L. Wyckoff.....1887—88.
Henry W. Rothert.....1888—

PRINCIPALS.

G. L. Wyckoff.....1887—

TEACHERS.

Perry Barnes.....1855—58.
DeWitt Tousley.....1858—60.
Edwin Southwick.....1858—
Mrs. W. E. Ijams.....1862—63.
Dana F. Stone.....1862—66.
J. H. H. Ijams.....1865—66.
Sue McClure (afterward Mrs. Zorbaugh).....1865—66.
Conrad S. Zorbaugh.....1865—
Ellen J. Israel.....1866—78.
Lou J. Hawkins (afterward Mrs. Turton).....1866—69.
Jenry A. Turton.....1866—72.
John C. Hummer.....1869—73.
Ella A. Brown.....1871—78.
John A. Gillespie.....1872—78.
John A. Kennedy.....1873—83.
David S. Rogers.....1873—77.
Mrs. J. R. Gillespie.....1874—78.
James Simpson.....1878—82.
Mrs. J. A. Kennedy.....1878—79.
Margaret Palmer.....1878—79
Margaret Pollock.....1878—81.
Mrs. M. B. Southwick.....1878—80.
F. C. Holloway.....1879—
F. W. Booth.....1879—83.
Helen E. White.....1879—89.
John W. Blattner.....1880—83.
Jean Van Tassel.....1880—87.
C. M. Farlow.....1880—82.
Cora Van Dorin.....1881—87.
Virginia Cowden.....1881—87.

Cornelius Spruit.....1881—
D. W. McDermid.....1882—90.
Mary P. Gallup.....1882—86.
Florence Clement.....1882—
P. W. Downing.....1883—84.
G. L. Wyckoff.....1883—86.
Metta Shaw.....1883—84.
Florence Wilcoxson.....1883—
Linnæus Roberts.....1884—87.
Tillie Garman.....1884—90.
E. McK. Goodwin.....1886—88.
Phebe J. Wright.....1886—87.
Maggie Kennedy.....1887—89.
Estella Sutton.....1887—90.
Mary V. Farrant.....1887—88.
Fannie Glenn.....1887—
Hiram Phillips.....1887—
Alicia M. Ewing.....1887—92.
W. S. Marshall.....1888—
M. K. Stevenson.....1888—92.
Callie Schuff (afterward Mrs. Hardie).....1889—
John W. Barrett.....1889—
Margaret Hamilton.....1889—
Olivia Bruning.....1890—
Ollie Tracy.....1890—
Margaret Watkins.....1890—
Augusta Kruse.....1892—
Fannie N. Eddy.....1892—

MATRONS.

Mrs. M. A. Ijams.....1855—66.
Mrs. Mary B. Swan.....1866—77.
Miss Sarah E. Wright.....1878—83.
Mrs. A. B. Hammond.....1883—86.
Miss Sarah E. Wright.....1886—88.
Mrs. Henry W. Rothert.....1888—

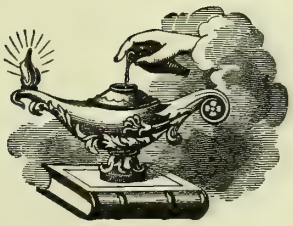
HISTORY

OF THE

TEXAS DEAF AND DUMB ASYLUM

By

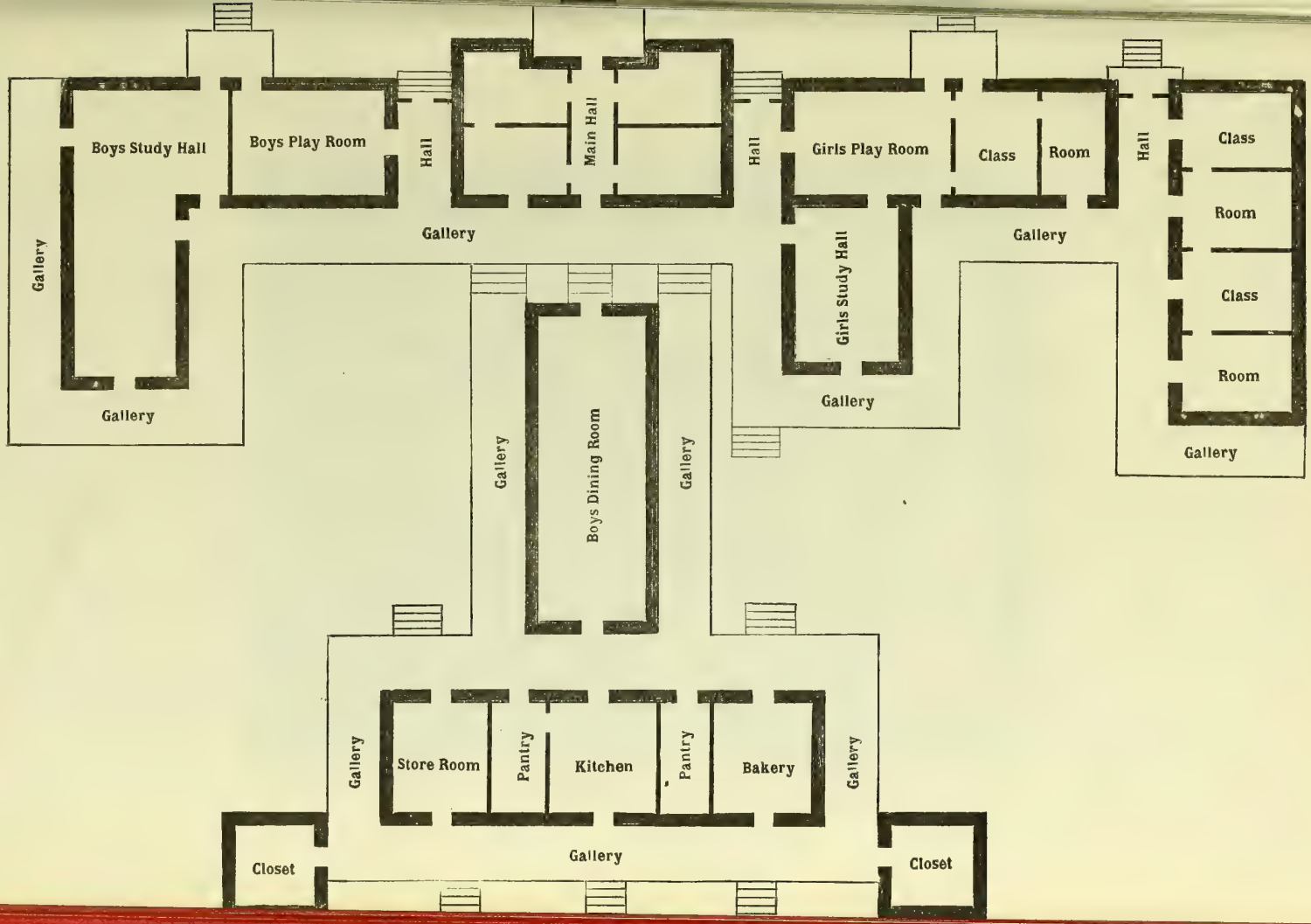
HARRIS TAYLOR and J. H. W. WILLIAMS



AUSTIN:
PRESS OF DEAF AND DUMB ASYLUM.
1893.



Texas Deaf and Dumb Asylum.


Boys Study Hall
Boys Play Room
Hall
Main Hall
Hall
Girls Play Room
Class
Room
Hall
Class
Room
Class
Room
Gallery
Gallery
Gallery
Gallery
Gallery
Gallery
Gallery
Gallery
Girls Study Hall
Boys Dining Room
Store Room
Pantry
Kitchen
Pantry
Bakery
Gallery
Gallery
Closet
Closet

OFFICERS AND INSTRUCTORS—1893.

TRUSTEES.

Jefferson Johnson, president; J. G. Booth, J. K. Holland, Osceola Archer, L. D. Brooks.

W. A. Kendall, superintendent; J. W. Blattner, A. B., principal educational department; J. H. W. Williams, B. S., steward and book-keeper; R. M. Swearingen, physician.

TEACHERS (LITERARY.)

Geo. Begg, Geo. H. Putnam, Harris Taylor, A. H. Walker, A. B., W. M. Thornberry, W. H. Lacy, Wirt A. Scott, A. M., Miss Carrie Howard, Miss Annie Goggin, Miss Emily Lewis, Miss Susie Mood, A. B., Miss Carrie Steagall, kindergarten teacher; Miss Lizzie Lloyd, articulation teacher; Miss Frankie Pasquelle, art teacher.

OFFICERS AND EXPERTS.

Miss Sue Parker, first matron; Miss Mary E. Franks, second matron; Miss Alma Bastian, monitress; Mrs. Mollie McLemore, monitress for little boys; W. S. Blue, monitor; P. L. Richardson, expert printer; Fritz Bastian, expert bookbinder; Robert Weyerman, expert shoemaker; A. Rhode, expert carpenter; William Turner, engineer.



W. A. KENDALL, Superintendent.

HISTORY

OF THE

TEXAS DEAF AND DUMB ASYLUM.

The legislature having made provisions for the establishment and maintenace of the Texas Deaf and Dumb Asylum, to be located at Austin, in 1856, Gov. Pease appointed Wm. E. Jones, James M. Litten, Francis M. Duffau, Thos. Green and Edward Fontaine as a board of trustees, whose duties were to select a site, to appoint a superintendent, and attend to such other duties as were necessary to bring about the organization of the institution. On the fifteenth of September, 1856, the board met and passed the following resolutions:

"1st. *Resolved,* That the school of the Texas Deaf and Dumb Asylum be opened, and go into effect on the first day of January next for the reception of pupils.

"2nd. *Resolved,* That the secretary of the board open a correspondence with the principals of some of the deaf and dumb asylums of the north for the benefit of this institution in relation to the employment of a proper superintendent and other officers, and in relation to the best mode of regulating and managing the same."

A committee was appointed to make inquiries in regard to renting a suitable house for the institution, and to report at the next meeting. The board also passed a resolution to send a deaf-mute named Matthew Clark to the counties of Fayette, Washington and Grimes, for the purpose of seeing and having brought to the institution such mutes as might be found in said counties. They also appropriated forty dollars to defray his expenses.

In November, the board of trustees held another meeting, at which it was decided to rent for the use of the institution the premises of Dr. S. K. Jennings, at the rate of four hundred and eighty dollars per annum. The place selected was on a beautiful hill on the south side of the Colorado river, about three-quarters of a mile

from the city of Austin. A short time afterward Matthew Clark was appointed teacher, and two of the trustees were selected to have general control of the school until the arrival of the superintendent.

ADMINISTRATION OF JACOB VAN NOSTRAND.

On the second of January, 1857, the school was opened with three pupils in attendance. These pupils were temporarily placed under the charge of Mr. Clark, and Mrs. Josephine Snyder, as matron, was given control of the domestic affairs. The institution buildings consisted of an old frame dwelling-house, of two rooms, each fifteen feet square, with a hall between, a smoke-house and three log-cabins. The officers and pupils lived in the dwelling-house; school was carried on in the smoke-house, and one of the log-cabins was used as a kitchen. Being pleased with the location, the trustees soon purchased for the sum of five thousand five hundred dollars, fifty-seven acres, consisting of the rented premises and adjoining land, as the permanent site of the institution. In March, Prof. Jacob Van Nostrand, of the New York Deaf and Dumb Institution, was appointed superintendent. A few weeks later he arrived and took charge of the institution.

Jacob Van Nostrand was born in New York City on the twenty-seventh of February, 1814. At an early age he became a member of the Presbyterian Church, and in 1834, entered the University of the city of New York to prepare himself for the ministry. Four years later, he was graduated with the highest honors of his class. Soon after his graduation he accepted a position as teacher in the New York Institution for the Education of the Deaf and Dumb. While teaching there Prof. Van. Nostrand took a course of lectures in the Union Theological Seminary, and in three years received his diploma. On the fifteenth day of July, 1847, he was married to Miss Hannah Jane Richards, the only daughter of an extensive iron merchant in New York City. In 1855, Prof. Van Nostrand was promoted to senior professor of the institution. This position he held until he was called to Texas.

During the first year only eleven pupils were enrolled. The school grew slowly; during the first thirteen years of its existence only sixty pupils were enrolled. A number of reasons can be given for this slow growth. The country was sparsely settled; nearly all the traveling was done on horseback or in wagons over roads at

times practically impassible; there were few newspapers through which the school could be advertised; the importance of education, especially of unfortunates, was by no means fully realized. The legislature made small appropriations for the support of the school, and nearly all accounts were paid in treasury warrants, which were usually at a discount of from ten to thirty per cent. At times the matron sheared sheep, and made the wool into clothes for indigent children; and the farm, cultivated by the boys, furnished the greater part of the food. A great war devastated the State, and at its close the people thought of little else than of trying to retrieve their lost possessions. During all these years the deaf were almost forgotten, or, if remembered, the State could do little for them. What small appropriations the institution secured, were in Confederate money. This currency became so depreciated that it took a dollar to buy a pound of sugar, and a pair of boots was worth from twenty-five to one hundred dollars.

Those watching the struggles of the institution in its early days, little dreamed that it was destined to become one of the largest schools for the deaf in the world. Yet the school made some progress. The changes, however slight, were for advancement. The growth was slow, but nevertheless it was a growth. At the close of nineteen years, when Prof. Van Nostrand retired, there was an enrollment of fifty-seven, of which number forty-eight were in actual attendance.

Little money was spent on improving the buildings and grounds. It was a hard matter to induce the legislature to appropriate sufficient money for actual current expenses. The pupils were always crowded into small rooms. Instead of having new buildings, the superintendent was compelled to make cheap, temporary additions to old houses almost unfit for use. The most substantial improvements were made in 1876. These consisted of a two-story brick building, thirty feet long by twenty in width, and a stone barn, ninety feet by thirty, the upper story of which was intended for the mechanical department of the institution. The lower story of the brick building was used for a kitchen and the upper as the girls' dormitory.

At the close of Prof. Van Nostrand's administration the school employed two teachers, Miss Emily Lewis and W. H. Lacy, both former pupils. No higher praise can be given these two than to say that they are to-day, after a lapse of seventeen years, teachers in

the school where they were educated. Part of the time during the civil war the superintendent taught a class. He was unable to secure appropriations for a sufficient number of instructors, and was forced to go into the school-room as a teacher.

The following excerpt from the thirteenth annual report of the institution tells one somewhat of the system of instruction, and also gives the opinion that was advanced by Prof. Van Nostrand in regard to the oral method:

"The system of instruction pursued at our institution, is that known as 'The American System' as distinguished from the system by 'Articulation and Lip-Reading,' which prevails to a considerable extent in the European institutions, especially Germany. The objective point in the American system is to communicate to the deaf-mute a knowledge of written language which becomes to him a substitute for speech in his intercourse with those around him, and a means of becoming familiar with the gathered stores of knowledge and wisdom in printed books. The system of instruction by articulation and lip-reading, as the name implies, attempts to restore to the deaf-mute the use of the vocal organs, or, in other words, to teach him to speak, and also to understand the spoken words of others by watching the motions of the lips of the speaker. Under the former system, the teacher, using the sign language as a medium of communication with his pupils, explains the meaning of words and their proper arrangement into sentences. Under the latter, the teacher, causing his pupil to imitate the positions and motions of the vocal organs, teaches him to give, or attempt to give, audible utterance to words and sentences. By the former system, the processes are easy and pleasant, the progress rapid, and the results are abundant and satisfactory. By the latter, the processes are laborious and exhausting, the progress slow, and the results are meagre and unsatisfactory, except in the case of semi-mutes who already possess, in a greater or less degree, the power of speech. * * * The number of pupils who could receive any benefit from instruction in articulation and lip-reading is so small that the results would not justify the additional expense and labor. Nor are the trustees yet convinced that under any, even the most favorable circumstances, the results attained would be any greater or more desirable than those which have followed the system which has been tested by fifty years of practice in American institutions."

Soon after the organization of the school, the importance of an industrial department was realized. In the second annual report we find the following in regard to manual training:

"In all institutions for the deaf and dumb, it is customary to devote some attention to the physical education of the pupils, as well as to the intellectual culture which is the more immediate and important purpose and object for which they are established. To this end the pupils are usually occupied during a portion of their hours of leisure from school and study, in some mechanical employment. Aside from the immediate benefit derived from this department, in its influence upon the health of the pupils, and in the formation of habits of industry and application, it has an ultimate advantage, not to be overlooked, in preparing them for the subsequent duties of life, and by the knowledge of some trade, or handicraft, thus obtained, enabling them, when their term of instruction at the institution is completed, to support themselves, in whole or in part, by their own labor. The trustees have not been able, as yet, to authorize the erection of shops, and to provide any permanent and systematic instruction in a mechanical department; but the pupils have been employed, when out of school, in the garden and field, and in such other out-door labors as circumstances required. * * * But as our pupils increase in number, it will become necessary to provide mechanical employment for a portion of them, and the trade which would, in the opinion of the trustees, be the most suitable for the first effort in this department, is that of cabinet-making."

ADMINISTRATION OF HENRY EUSTACE MCCULLOCH.

On the twenty-ninth of February, 1876, Prof. Van Nostrand retired from the superintendency of the institution, and was succeeded by Gen. Henry E. McCulloch.

Henry Eustace McCulloch was born in Rutherford county, Tennessee, Dec., 6, 1816. When about nineteen years old he accompanied his brother Ben to Texas; but upon reaching Nacogdoches, he was persuaded to return and spend a year or two more with his parents. In the fall of 1837, he came to Texas to make this State his home, and spent some time in Washington. A year or two later he assisted his brother in making surveys on the frontier. Here they were at times sorely harassed by Indians. Frequent raids were made against the Indians, and in these the McCullochs

soon won reputations for bravery and daring, Henry E. McCulloch was employed in the ranger, or frontier service of the Republic of Texas, and soon became known as one of the most intrepid leaders against the Indians and the Mexicans on the border. In August, 1840, he was married to Miss Jane Isabella Ashby, and settled down to farming near Gonzales. But he was engaged in the peaceful occupation of farming for a short time only. In 1842, he was called to the field against the Mexicans, and in 1846 was appointed captain of a company of rangers. In 1853, he represented his district in the legislature, and two years later was elected to the State senate. In 1858, he was appointed United States marshal for the eastern district of Texas, and held this office until Texas seceded from the Union. During the civil war he was ever distinguished for his bravery, and was rapidly promoted until he became, in 1862, brigadier general. Soon after the war closed, he was engaged by the Gulf, West Texas and Pacific railroad as field agent, and afterward served the Sunset railroad in the same capacity. When the railroad reached Luling Gen. McCulloch resigned, and went into the lumber business.

One of the first acts of Gen. McCulloch was to create the office of principal, for which act he gave the following reasons:

"Having no acquaintance with the sign language, I did not propose or *pretend* to teach any class in the school, but re-organized it by placing Miss Emily Lewis, who had been first assistant teacher in the school, in charge of it as principal; and it affords me pleasure to speak in the highest terms of her capacity as a teacher and her marked ability and efficiency in the management of the school and control of the pupils."

Miss Lewis acted in the capacity of principal until the close of the session, at which time she withdrew from the school. Four years later she was again called to be a teacher, and she still continues to serve the school as instructor.

By an act of the fourteenth legislature a printing office was established at the institution, and three boys were put in the office under the instruction of W. D. Moore. The intention of the legislature was to teach the pupils to become printers, and also to do part of the State printing. In the course of time it was thought all the State printing could be done at the institution by deaf-mutes, at an annual saving of thousands of dollars. The pupils soon showed an aptness for the business, and the expert printer, finding it difficult

to supply his pupils with sufficent matter to keep them employed, undertook to re-print the State constitution. He intended to supply all the State departments with what they needed, and sell the remainder. But some of the newspapers of the State raised such a protest that the constitutions were withdrawn from the market, and the "Texas Mute Ranger," a monthly paper, was published to give the pupils work, and to supply the institution with an organ. In a few years hearing printers were introduced, and most of the State printing was done at the office, which was now known as the State Printing Office. The pupils were given a few cases, but received comparatively little instruction. The printing office being under the control of the printing board, the superintendent was compelled to let the pupils learn a trade in an office over which he had no control. The pupils were forced to occupy a subordinate position in an office that was originally intended for the deaf only. While the pupils knew something of straight newspaper work, they had learned very little of the general principles of the trade.

In 1877, a portion of the center of the present institution building was completed. This was a brick structure, seventy feet by forty-four, two stories high, giving four rooms and a hall on each floor. The cost was $8000. A few years later an additional story was added.

In 1878, the shoe-shop was established, and a few boys placed in it, without an instructor, to do repairing for the school. It was some time before an expert could be secured to take charge of the office. To-day a good number of the boys, under the instruction of an expert shoemaker, do all the repairing, and make most of the shoes for all connected with the institution, besides doing considerable work for outside parties.

During Gen. McCulloch's administration the number of pupils in attendance had increased from forty-eight to fifty-eight, a gain of ten. There were so many changes of principals and teachers that such a thing as a well-systematized course of instruction, or plan of teaching, was almost impossible. In a little over three years no less than five different people acted in the capacity of principal. In the twenty-first annual report, Gen. McCulloch gives his opinion of the importance of teaching articulation, as follows:

"It is also proper in this connection to mention the fact that teaching articulation or training mutes to talk, is a part of the education of mutes or more properly semi-mutes, now practiced in a

large number of institutions, and is regarded by many as exceedingly beneficial; and as we desire to make ours equal in every respect to the best institutions, provisions should be made for the employment of a competent, well-trained teacher in this department. My experience in the management of the deaf and dumb has been too limited for me to be able to come to any very satisfactory conclusions with regard to the practical advantages or benefits this would be to the mutes generally, but I am inclined to the opinion that it would benefit only a few out of the many that might be taught it, and that it would poorly compensate them generally for the time they devote to it."

ADMINISTRATION OF JOHN S. FORD.

On the second of September, 1879, Gen. McCulloch resigned, and Col. John S. Ford was appointed superintendent in his stead.

John S. Ford is a native of Greenville district, South Carolina; born May 26, 1815. In 1817, his parents moved to Tennessee, and here young Ford lived until 1836. Early in that year, hearing of the struggles of Texas with the Mexicans, he raised a company and came to the assistance of the young Republic. When he arrived, however, the battle of San Jacinto had been fought, and the war was virtually over. He entered the military service of the Republic, in 1836, and served at various times for three years. In 1844, he was elected to congress, where he did much for the defense of the frontier. He introduced the first bill for the acceptance of resolutions for annexation to the United States. At the close of 1845, he settled in Austin, and established the Texas Democrat. Two years later he volunteered in the Mexican War, and was made adjutant of Col. John C. Hays' regiment in 1847. Later on he was selected to command a spy company in the vicinity of Vera Cruz. In 1849, he was made captain of the rangers in southwest Texas, and had numerous engagements with the Indians and Mexicans. Capt. Ford was elected to the State senate in 1852. Soon after he became editor of the State Times, and pursued his editorial labors until 1858. He was a member of the secession convention of 1861, and a year later he was made colonel and placed in command of conscripts. Col. Ford remained in the Confederate service until the close of the war. In 1868, Col. Ford edited the Brownsville Sentinel, and was a delegate to the democratic convention at Baltimore in 1872. He was a member of the constitutional



ACADEMIC CLASS-ROOM

convention of 1875, and a year later was elected to the State senate.

Soon after Col. Ford took charge of the institution, he began to urge most strongly the necessity of having better facilities for teaching trades. Concerning the importance of manual training, he says in the twenty-third annual report:

"A deaf-mute can acquire quite a correct knowledge of the English language at school. When he goes into the world he makes the unpleasant discovery that he needs something more to prevent him from becoming dependent upon others for what he eats and wears. This is exceedingly galling to a high-toned, sensitive young man, and often causes him to despond. There is but one way to obviate such contingencies—teach each pupil, capable of receiving it, a trade or profession. When the portals of the school-room are closed to him he should go forth with a reasonable assurance that he is qualified to take care of himself—to become an independent man—a producer—instead of being a drone in society: an unprofitable consumer.

"The objections will be raised that to appropriate funds for the employment of mechanical experts to teach deaf-mutes, would be an extravagant expenditure of the people's money. It will cost less to educate a deaf-mute, teach him a trade, and enable him to support himself, than to let him remain a mental, political and social cipher, without value wherever placed. In the first instance the cost would cover a designated number of years, and would be ascertainable. The bread of charity cast upon the water would return to the givers in the form of the deaf-mute's services as a citizen and a member of society. In the second, the cost would extend over an indefinite series of years—the life-time of the neglected being—and yield no return. It would by many a time exceed the first sum in amount, be unequally proportioned, and be a dead loss. Come as it might, it would be a tax. What is paid voluntarily from a conscientious sense of duty, from benevolence, is practically a tax, as much as that paid in obedience to law. As a matter of economy, what is more, of humanity, I respectfully urge these considerations to your earnest attention, and trust you will place the subject in a more conspicuous form before the next legislature, and induce that honorable body to make an appropriation to pay experts.

"It is proper to call attention to the propriety of passing a law to enable pupils who have completed their course in school before they have become good, practical printers, to remain in the print-

ing office as apprentices, not more than four years, until they have qualified themselves to do passable journeyman work. Their services would compensate the State for board, lodging, etc.; and in some cases clothing might be allowed, upon the recommendation of the State printer. He could also determine at what period the apprentice should receive wages. The latter is a matter which would be under the jurisdiction of the State printing board. The remarks concerning apprenticeship in the printing business apply equally well to other trades. This subject will be referred to again under the heading of 'Recommendations,' where it will be urged, that the shops attached, and which may be attached, to this institution can be so managed as to be not only self-sustaining, but a source whence State revenue will be derived."

In 1880, an expert was employed to teach mattress-making, but in a few months this industry was discontinued. In 1883, bookbinding was added to the trades taught. Several of the boys were placed in the bindery of the State printing office, under an expert employed by the institution.

Col. Ford presents the following as a plan by which competent, well-trained teachers can be secured :

"It requires a peculiar course to educate teachers for deaf-mutes. The acquisition of the sign language is one of the chief difficulties encountered by hearing and speaking persons disposed to engage in that calling. A plan has been suggested to accomplish that object, and to make the details a part of the general plan for educating teachers. It is to admit into this institution, every second or fourth year, two hearing and speaking children, at about ten years of age, and to carry them through a regular course. They will acquire the sign language, and a thorough knowledge of the mode of teaching. By placing them in the normal school four or five years they can complete their education, and become qualified to teach in schools of both classes.

"It is of great importance to educate the teachers of Texas children in Texas—to let teachers and children be in sympathy, and in possession of common interests. If possible a child should be educated in the bosom of the community where his life will probably be passed, and where he can be impressed with a knowledge of the duties he will have to discharge."

Perhaps the most important change in regard to school work was

the introduction of articulation teaching. Concerning the method of teaching, Col. Ford says:

"The plan of teaching has been a combination of object teaching, dactylology, sign-making, writing, and articulation, though the latter has not been availed of to the fullest extent for want of books and charts which were ordered. The studies include language, grammar, arithmetic, scriptural lessons, geography and elements of the philosophy."

The superintendent, finding that the duties of his office were becoming onerous, appointed a steward to aid in making purchases, attend to the clerical work, and assist in the supervision of the property of the institution.

During the last months of Col. Ford's incumbency, extensive improvements in the buildings were begun. These consisted of two wings to the main building, and a dining-room, chapel, kitchen, servants' quarters, bath-rooms and closets to the rear. All were of brick, and were the completion of the original plan made during Gen. McCulloch's administration. The total cost was $59,046.

School closed in June, 1883, with a corps of eight teachers, and an attendance of eighty-six pupils. There was no school in the fall on account of the work being done on the buildings. On the thirty-first of December, Col. Ford retired from the profession.

ADMINISTRATION OF WILLIAM SHAPARD.

William Shapard was born at Murfreesboro, Tennessee, August 17, 1830. He was educated at Fayettesville, Tennessee, and was shortly afterward ordained as a minister of the Methodist Episcopal Church South. While stationed at Auburn, Alabama, he acted for seventeen years as president of the Auburn Female College. During his ministry, he filled such pulpits as those of Auburn, Eufala and Mobile, Alabama, and Galveston and Austin, Texas. He retired from the ministry on account of a throat affection, and was engaged in farming up to the time of his connection with the institution.

Dr. William Shapard became superintendent on the first day of January. Owing to the uncompleted condition of the buildings, the next session did not open until the third of March.

Prior to 1885, the institution building was heated by means of stoves and fire-places, a dangerous and very unsatisfactory method. A brick boiler-house, two stories in height and thirty-seven by

forty-five feet in dimensions, was built west of the main building. In the lower room of this was set a fifty-five horse power boiler, which was connected by pipes with Bundy radiators, and the entire main building was heated by steam. The upper story of the boiler-house was fitted up for a steam laundry. The total cost was about $9000.

A year after Dr. Shapard took charge of the institution, a number of the boys were placed under the charge of the carpenter to assist him in his work, and to learn the rudiments of the trade. The lower rooms of the old stone stable were cleaned up, and equipped for a carpenter shop.

The most important changes under Dr. Shapard's administration were in the manner of teaching. Since the organization of the school, though the methods of instruction had necessarily changed somewhat with each change of principal, there had been a uniformity in regard to the use of text-books. The beginner was given a book; and while signs, object lessons, pictures and other aids were used, what the child learned in the school-room, he learned principally from his book. Under the new regime the book was taken away. Object lessons took the place of the printed page. The child was taught to name the things he saw around him, and to describe actions he saw with his own eyes. This method, used altogether with beginners, was also used to a more or less extent in the intermediate classes; and to-day it is claimed, after a test of about six years, that pupils make much faster progress than former ones did under the old text-book method. This change in method of teaching necessitated a change in the course of instruction. The change was gradually made, and not until 1889 was the present course used in all the classes.

Dr. Shapard, while he tried to get the best teachers from any source, believed Texas should supply teachers for Texas institutions. He says:

"It is very important that the salaries of the monitor and monitress be increased to such amount as will induce well-educated young gentlemen and ladies, blessed with the gifts of hearing and speech, to accept these positions. * * * These offices should be held by persons already educated in the literary course, and who would accept these lower positions in view of becoming familiar with the language of signs, and thereby being qualified for the higher and more lucrative office of teacher. The time has come when this insti-



East Wing.



West Wing.

tution should supply its own teachers. Heretofore the rule of dependence on other States and institutions has held. Only a more inviting salary will secure teachers comfortably located in other places. The floating teacher not wanted in other schools is always obtainable. * * * The rule of self-supply is altogether practicable, and the only rule that will give a qualified and permanent corps of teachers. The offices of monitor and monitress should be filled by young gentlemen and ladies selected on account of scholarship, character and temper, and in view of promotion after one or two years. On this plan a vacancy among the teachers can be readily filled by one educated in letters and signs, and by home ties and association interested in the welfare of the institution and honor of the State."

When Dr. Shapard resigned, January 31, 1887, the number of pupils in attendance had increased to 115; the number of teachers had grown to ten.

ADMINISTRATION OF WILLIAM ADDISON KENDALL.

William Addison Kendall was born in Tazewell county, Virginia, August 6, 1830. His parents, Allen and Elizabeth Kendall moved to Kentucky when he was quite young. In Kentucky he received his education, and at the age of twenty-three years, was married to Miss Mary C. Daily, of Morgan county. For some time he taught school, and then engaged in the mercantile business. He took a course in surgery, but becoming dissatisfied with that profession, never attempted to practice. In 1858, he came to Texas with his family and settled in Denton county, where he resided until six years ago. Early in the conflict, he entered the Confederate army under the command of Gen. John H. Morgan. He was captured in the raid into Ohio, while commanding Company A, Third Kentucky Cavalry, and was one of the six hundred officers held for retaliation. In 1865, he returned to Texas. His second marriage was to Mrs. J. V. Wear, in 1871. His occupation was farming and stock-raising, and a portion of the time was in the land agency business. His public life began by his election to the eleventh legislature. He was subsequently elected to the seventeenth and eighteenth legislatures. Early in life he made a profession of religion, and has for many years been a prominent member of the Methodist Episcopal Church South.

On the first of February, 1887, Capt. W. A. Kendall became superintendent. The legislature being in session, he at once secured

an appropriation of $1200 to put in an electric light plant and fixtures. Prior to this time the buildings had been lighted with common kerosene oil lamps. This had always been unsatisfactory on account of the poor light which caused many cases of sore eyes, and the constant danger of fire to which all were exposed. The appropriation was supplemented by about four hundred dollars from the supply fund, and an engine of sufficent power to run the laundry, electric lights and wood-saw was purchased, also a second boiler. A year or two later a third boiler and a grist mill were added to the machinery.

In the same year the art department was organized. In regard to this department, Capt. Kendall says in his different reports:

"We feel justified in organizing this department, for the reason that drawing is to the deaf what music is to the blind. Being deprived of the sense of hearing, the deaf-mute naturally delights in whatever is beautiful and attractive to the eye. Sound cannot divert their thoughts nor disturb their contemplation of whatever they may see in nature and art to admire, and by reason of their misfortune their sphere of useful employment is so contracted that cultivation of the remaining senses becomes more important. For these reasons and the still greater reason that without instruction many of our pupils have shown decided talent, I repeat we felt justified in organizing this department.

"The art department has succeeded beyond our most sanguine expectations. No better evidence of success can be offered than that at the State fair a crayon portrait by one of our boys took the first premium, and a certificate of honorable mention, on oil painting, divided between two of our girls.

"This department continues to be a very attractive feature of the institution, and is certainly as prolific of good results as any other. One of our pupils, who graduated in 1890, is doing good business in portraiture. Another, who graduated at the same time, has become a teacher of drawing and is doing well."

On the twenty-sixth day of February, 1887, the initial number of the Juvenile Ranger, a weekly paper for the pupils, was issued. This paper furnishes the pupils a medium through which they can express their thoughts, and contains matter especially prepared for them.

In 1888, the number of pupils had increased to one hundred and forty, and the necessity for more room to meet the growing demands

of the institution, became apparent. It was difficult to add to the main building without marring its symmetry. Twenty-six lots, lying east of the grounds and facing Congress avenue, were purchased. By buying this land, the superintendent was enabled to put up a wing on the east, by far the most desirable place for additions. This new building, two stories and a basement, and eighty-five by thirty-five feet in dimensions, was built at an expense of about $9000. The total expense for grounds, building and some other necessary improvements was $18,000.

A year later, the study-halls were supplied with single automatic desks, a great improvement over long tables, propped up at one end with chairs, and upon which every boy in school had cut his initials with his jack-knife. The school-rooms were fitted up with better furniture, new maps, globes and other essentials. In 1890, a uniform dress was adopted for the pupils, and now the rich and the poor appear alike in a neat, tasty attire. During the last few years there had been an unusual number of small boys matriculated; to look after the wants of these little fellows, the office of monitress for small boys was created, and a competent lady appointed to give them the attention they need when out of school. A more satisfactory system of sewerage was laid at an expense of $1004.44. The land immediately back of the east wing, and facing Congress avenue, being six lots, was purchased for $2700.

By the close of the session in June, 1891, the house was again crowded, and more room became necessary. The entire main building was made one story higher. This doubled the sleeping and dining-room capacity of the institution, besides making it much more symmetrical and beautiful. The boiler-house was extended by adding twenty-four feet, two stories high, the laundry removed to the ground floor, and the printing office put on the second floor. The total cost was $29,890.91.

Two years ago, at the last regular session of the legislature, the question as to whether the maintenance of the State printing office was constitutional or not, was brought up before the House. The report of the investigating committee resulted in the matter being left to the attorney-general, who declared the institution unconstitutional. A few months thereafter, as soon as the work on hand could be completed, the office was closed.

A year prior to the closing of the office, Superintendent Kendall, convinced that the pupils who worked in the office were not being

advanced sufficiently in the knowledge of the trade, secured the services of another expert; and though the pupils were compelled to accept a subordinate position, and the material at their command was limited in variety, they made commendable progress in the various styles of news composition and in some of book composition.

When the office was closed, the institution printing office was opened up in new quarters nearer the institution and sufficient material from the old office was secured. Then the real progress of the pupils began. By a constitutional provision such State printing as can be done by the pupils must be sent to this office. With ample material and different classes of work to select from, the opportunity had arrived to perfect the pupils to the limit of their understanding, and their advancement has been such as to silence many of those who were skeptics. Though a considerable amount of State work has been turned out, no attempt has been made to see how much work can be completed. The office is conducted as a class-room rather than as a work-shop, and when work is in hand the pupil is given to understand that he must learn to comprehend all the minutiæ before he attempts speed.

The class of work that has been turned out has been declared equal to that done in the State printing office, and it is safe to say, when such work has been done by the advanced pupils—who, in reality, have had technical instruction only about two or three sessions—that those who have lately taken up the trade will, with the present facilities and advantages, make good printers before their scholastic periods are ended.

There are published at the institution two papers, the Texas Mute Ranger, a twelve-page monthly, and the Juvenile Ranger, an eight-page weekly. The first is the official organ of the school, and the second a paper intended mainly for the pupils. These papers have a number of subscribers. Their exchange list includes the leading papers of the State, and all the papers published at similar institutions in the United States and Canada. Within the last few years the following books have been published for the use of the school:

Course of Instruction of the Texas School for the Deaf. By J. W. Blattner, B. A., Principal. 1889. 8vo., pp. 44.

The Deaf-Mute Printer's Manual. By P. L. Richardson, Instructor of Printing. 1889. 16mo., pp. 106.

A Short History of Texas. By Geo. H. Putnam, Instructor of History and Physiology. 1892. 16mo., pp. 88.

Connected with the institution are two societies, the Advance Society and the Teachers' Association.

The Advance Society, composed of the older pupils, meets in the chapel every other Friday evening, for the purpose of developing the higher mental and moral faculties of the members, and of becoming familiar with parliamentary rules. Geo. A. Brooks, President; Thomas J. Rogers, Secretary.

The Teachers' Association meets in the institution parlor on the first Monday evening in each school month, for the purpose of discussing educational subjects and other matters of interest to the teachers. Geo. H. Putnam, President; Wirt A. Scott, Secretary.

The institution library contains about seven hundred and fifty volumes. These are standard works on history, biography, fiction, travel and adventure, with a number of a religious and juvenile nature. There is also a fairly good collection of scientific and educational works. All connected with the institution have free access to the library.

Inasmuch as the ground plan and accompanying cuts are not sufficiently descriptive to enable the reader to arrive at a proper conception of the subdivisions, and their uses, a short description may be necessary. On the right of the main entrance is the office, on the left the parlor, and in the rear of these the steward's and company room. The second and third stories are occupied by officers and teachers, and the fourth floor as chapel. This splendid auditorium is seated with the latest improved opera chairs and will accommodate five hundred persons. The first floor of the west wing is divided into compartments for study-hall and play-room for boys. The art department is located on the second floor, and the remainder as well as the third story is used for boys' dormitories. The east wing is divided into class-rooms, girls' study-hall and work-rooms, and the second and third stories for dormitories for girls. The entire rear has three-story galleries supported by iron posts and girders covered in with the building. These galleries contain thirty-one thousand seven hundred and fifty square feet of flooring, giving ample promenade room for all. Situated on the south side of the building they can be used in severest winter weather, and offer inviting shade from the heat of the summer sun. The dormitories are supplied with basins and closets ample and

convenient for all. Between the two wings described above, and running back from the center or main hall, is a two-story building. The first floor is used as dining-room for the boys, pantry, kitchen and bakery; the second story for girls' dining-room and servants' quarters. At the east and west corners of this building are two buildings for the boys and girls respectively; the first floor, closets, and the second, bath-rooms.

The entire building is of brick, with cut stone foundation, door and window sills, and trimmings, and is furnished throughout with water, stream heating, and electric lights. These buildings are located within the city limits and on the south side of the Colorado river on an elevated plateau containing sixty acres of land worth, at a fair valuation, ninety thousand dollars, which together with the improvements is worth two hundred and twenty-five thousand dollars.

The expenses of the institution are provided for by appropriations made by the legislature; and as the legislature meets biennially, estimates made by the superintendent to the comptroller, constitute the basis of legislative action for two years separately. The appropriations are usually liberal enough to meet all demands, and are drawn from the general revenue. In the formation of the State government, there were set apart one hundred thousand acres of land to each of the eleemosynary institutions, erroneously called asylums. As the term asylum was embodied into the State constitution, we cannot divest ourselves of the opprobrious title without amending the constitution. A portion of these lands has been sold, and the interest accruing therefrom, applied to the maintenance of the institutions to which they were donated. Our annual revenue thus derived at present amounts to $7292.84. This sum is paid into the general revenue, and to this extent lessens the burden of taxation for the support of the institution.

EXPENDITURES FOR THE YEAR ENDING DECEMBER 31, 1892.

Salary of	Superintendent	$ 2,000.00
"	Principal	1,500.00
"	First Assistant Teacher	1,000.00
"	Second Assistant Teacher	720.00
"	Third Assistant Teacher	600.00
"	Fourth Assistant Teacher	600.00
"	Fifth Assistant Teacher	600.00
"	Sixth Assistant Teacher	600.00
"	Seventh Assistant Teacher	600.00
"	Eighth Assistant Teacher	600.00

Salary of Ninth Assistant Teacher	$ 600.00
" Tenth Assistant Teacher	600.00
" Eleventh Assistant Teacher	480.00
" Twelfth Assistant Teacher	160.00
" Articulation Teacher	720.00
" Art Teacher	600.00
" Secretary and Steward	720.00
" First Matron	480.00
" Second Matron	480.00
" Monitor	360.00
" Monitress of Girls	360.00
" Monitress of Small Boys	360.00
" Expert Bookbinder	720.00
" Expert Printer	900.00
" Expert Shoemaker	720.00
" Expert Carpenter	720.00
" Engineer	1,000 00
" Night Watchman	360.00
" Farmer and Gardener	360.00
" Two Laborers	516.00
" Five Washers and Ironers	645.00
" Baker	360.00
" Two Cooks	492.00
Art Supplies	16.00
Supplies, Provisions, etc	14,800.44
Water for Fire Protection	1,000.00
Furnishing	407.74
Clothing and Transportation Indigents	276.17
Erection of Additional Story and Repairs	2,559.09
Total	$40.592.44

The Expenses of the Institution from its organization, January 2, 1857, to January 1, 1883, have been as follows:

Purchase of Land	$ 16,000.00
Buildings and Permanent Improvements	141,838.26
General Expenses and Support	627,085.69
Total	$784,923.95

The school has been in existence thirty-six years, and since its organization five hundred and thirty-one pupils have been matriculated. Some have attended for a short time only, while others were in school the whole time allowed them. It is thought the average attendance has been between six and seven years. At this rate the annual cost of education, which included board, lodging, fuel, lights, medical attendance, salaries of all officers, teachers and employes, and so much of clothing, transportation, etc., as has been paid by the State, has been between $180 and $190 per annum. In his report for 1887–88 Capt. Kendall gave the per capita cost for the year at $177.73. In his report of 1891–92, he made an estimate upon the same basis, and found that there was only two cents difference, for this year the cost had been $177.75; all years inter-

vening were as near these figures as the fluctuations in the price of supplies, etc., would allow.

In his last annual report, Capt. Kendall tersely expresses himself in favor of the combined method of teaching the deaf:

"As a means of improving defective speech and training the pupils in lip-reading, the articulation department is an indispensable adjunct to the school. Without it children who have lost their hearing, would by association with the deaf, forget how to talk; by daily drill in this department many of them will be able to communicate orally in after life; when without it, recourse would of necessity be had to slate and pencil to make themselves understood by those not acquainted with signs.

" The literary departments are doing well, and to them all must look for thorough education. Single methods do well in isolated cases, and to them we concede great benefits to the deaf, especially those who are not congenitally deaf. But all such are only aids to the accomplishment of a great purpose, and when combined with others, the desired end is reached and in no other way. Thus by combining articulation, lip-reading, manual spelling and signs, the education of the deaf can be made thorough and complete. To this end the energies of our teachers are bent, all in harmony, each method conceding to the other an equal share of efficiency."

COURSE OF INSTRUCTION.

Mr. Blattner published a preface to his course which thoroughly presents his views upon systematic work, and indicates the policy of this school. It is herewith embodied:

"This work is designed primarily for the use of teachers in the Texas School for the Deaf. It is the result of years of study and experiment, but in its present shape is itself largely an experiment. There are doubtless many defects in it, and serious ones, which time alone will enable us to remedy; but that the general purpose is correct, I feel assured. Where the education of a child, and especially one deprived of hearing, is committed to the care of a number of persons, a general scheme, outlining and circumscribing the work required of each, is necessary that the best results may be obtained. Experience on the part of a teacher is of great importance, but it is not all. The idea seems to prevail in some quarters that this, with a talent for teaching, is all that is needed. But however talented and experienced a teacher may be, he cannot take

charge of a class and do it entire justice without knowing somewhat in detail the work required of a class, what precedes and what follows it. He should in the start have a clearly defined idea of what the grade is required to do for the year, and then he will have ample scope for the exercise of his ingenuity upon the division of his time and the methods of imparting the subject matter. The deaf are so dependent upon the teacher—they imbibe so little from one another, or from books and papers, the peculiarities in the language of the home, the business world and the social circle—that without a plan comprehending the most important, and each in its place, their language must remain sadly deficient; and even though every expression necessary to meet the requirements of ordinary life may be readily found in books at hand, none but the exceptionally bright and persevering will, by independent effort, receive any considerable benefit from such a source. They will not understand or appreciate and, therefore, will not read. It is hard enough to make a deaf child read what he understands, and to expect that he will ponder over and study out by a slow and irksome process what he does not understand is to expect more than his human nature is equal to.

How we can get any order, therefore, into the language of the deaf, without system in imparting it—without dividing up the English and assigning each grade its due share,—is a problem that has never been satisfactorily solved. Each teacher is liable to intrude upon the territory of another, and many things, among even the simplest, are overlooked. This is verified many times in our association with the deaf. Every day may be seen the results of this hap-hazard, hit-or-miss way of doing our work; every day we see the deaf stumble in their efforts to express the simplest ideas. How to improve the language of our pupils, how to go about it, so that they will not blunder in the expression of commonplace thoughts, has been the desideratum these many years. We have written, talked and theorized, then pursued the old course, failed and lamented. Now let us, as a profession, stop theorizing and put some organized, well-digested plan into practice and see whether the results will not be better. "A pine bench with a pupil at one end and Mark Hopkins at the other" looks well as a theory, but when put into practice it fails to meet the wants of a large school. The combination of qualities and attainments required to make a Mark Hopkins in an institution for the deaf is a

scarce article and cannot be picked up every day and utilized, where the compensation is no more than ordinary. In addition to a good education, an inventive faculty of a high order, a talent for thorough organization and the power of close and persistent application are essentials. Whether the applicant possesses these qualifications cannot always be determined without a trial; and shall such a trial be instituted with the chances that it is made at the expense of the pupils? Is it not better to anticipate such chances and, with system and guidance, make up for inexperience and other possible defects in the qualifications of teachers?

This work will allow the individuality of teachers ample play. Individuality is a good thing and should be recognized; care must be taken, however, that it does not receive undue importance. It is very easy to theorize about individuality, but when weighed in the balance of practical experience, such theorizing often falls short of its purpose. Individuality needs to be hemmed about, braced up and guided. It is so in every walk of life, in every phase of human experience. Wherever there is association, and especially to produce certain results, individuality needs to be limited. If it were allowed to take its course, for example, in the social world, the result would be anarchy; in our work similar freedom results, of necessity, in confusion. It has been intimated that a school adhering carefully to system will "turn out pupils as bullets are run out of moulds, one very much like another." Better have them so, with a good command of language and possessed of ample equipments for the business of life, than turn them out varied as the hues of the rainbow but deficient in the essential features of a good education. But they will not be alike, any more than two apples growing upon different trees, side by side, and nourished by the same soil and atmosphere are necessarily alike. Sufficient variety is secured by the different methods of imparting instruction pursued by the teachers, the changes occurring from time to time in the corps of instructors, and the varied temperaments and natural powers of pupils; furthermore, a good teacher will adjust his method to the needs of the pupil and not try to conform the pupil to his method. No plea is entered here for uniformity of method. The course in language has been arranged without reference to text-books, and for the upper classes the words and phrases given are to be taught in addition to such as may be selected from the books in use; in the lower classes no text-books will be used, the teacher following the

line indicated and, if possible, adding other expressions similar to those presented in the course.

I stated in the outset that this work was prepared for the Texas school, but if it leads to a more thorough organization of our educational work generally and better results are secured thereby, I shall be more than repaid for the time and labor expended."

When the course was completed it was submitted to the superintendent and the board of trustees, who adopted it with the following instructions:

"The course published herewith has been adopted as the regular curriculum of the school and the principal is empowered to apply it and arrange the classes with reference to its requirements. No pupil shall be regarded as a graduate of the school until he has finished the branches taught, sustaining a fair grade of scholarship in them. The privilege of a ten years' course is not to be construed as extended to all, without any consideration of ability. The right is hereby reserved at any time to discontinue the attendance of a pupil when, in our judgment, he has reached the limit of his capacity. When a pupil has finished the course satisfactorily he graduates and ceases his connection with the school, regardless of the number of years he has been in attendance. Pupils not quite through, who have attended ten years but give evidence of ability to finish in a short time, will be allowed a sufficient extension of time to do so. If a pupil voluntarily severs his connection with the school, his re-admission will be discretionary with the management. Pupils are expected to enter school at an age that will enable them to complete the course by the time they attain their majority; if not, their continuance beyond that period will also be at the discretion of the management.

W. A. KENDALL, *Superintendent.*
J. W. BLATTNER, *Principal.*
T. B. LEE,
C. M. ROGERS,
FELIX SMITH,
A. S. ROBERTS,
JEFFERSON JOHNSON,
Board of Trustees."

As may be inferred from the foregoing instructions the course covers a period of ten years, and it is so graded that a pupil slightly above the average in ability and application may complete it in the

specified time. The aim was to establish such a standard that a diploma given to a graduate might be a guaranty of thorough work accomplished and not serve as a badge of incompetency; a pupil lacking the ability to attain a moderately correct command of English and a reasonable proficiency in the common branches pursued in our public schools was not to receive the honor of a diploma and thus to bring the school from which he hailed into reproach. Something higher than the expression of simple ideas and the lower human wants in crude and incorrect language was sought; for the pleasure and welfare of those who could attain to it a higher plane of intellectuality was aimed at, and it was confidently felt that a sufficient number would be found able to meet the requirements. No inflexible method is adhered to in this course, the teacher being given ample latitude to select ways and means for imparting the subject matter and adjust them to the requirements of each particular case. General directions are given, however, all along, as to the shape in which the material should be presented, and the idea that the pupil learns to do by doing is constantly put into practice. The work is definitely outlined and each teacher knows what is required of his grade. There is accordingly no trenching of the one upon the territory of the other, and the instruction, as far as it goes, is connected, progressive and complete. Each teacher operates within a specified range; he is in touch with the progress of the entire work and contributes intelligently to the general result. There is no break or gap in the gradation, and when a pupil has mastered the whole, whether he does it in eight, ten or twelve years, he is a fair English scholar. Language, of course, forms the basis of instruction; it is made, as in all well-regulated schools for the deaf, the most prominent feature of our educational work, and is carried through the entire course. While it receives special attention in connection with arithmetic and other studies, whenever the occasion calls forth certain expressions, it is exhaustively treated as a separate study. No scheme of education is thought to be complete without such treatment of language, the results of teaching it as merely incidental to other studies being regarded entirely unsatisfactory. A most important thing is so to teach the deaf that they may come to mold their thoughts in the English forms. This is a very difficult matter and is perhaps not fully attained by any method in the case of persons deaf from birth; the instruction at this school, however, is adjusted with such object in view. The sign language



Boys' Dining-room.

is not used in the primary class-rooms at all as a means of instruction, and in the higher grades it is called into requisition for little else than explanation of words, phrases, and difficult passages in text-books. Beginning pupils are taught to write sentences from transactions in their presence, and everything possible is done that they may "think" these little performances in the language used to describe them. The teacher is guided as to the matter to be presented by a book gotten up by the principal; the book contains a hundred and fourteen lessons covering somewhat over a year of work. The sentences embodied in these lessons are all based upon actions to be performed in the school-room. At the outset there are ten sentences to a lesson, but the teacher is at liberty to vary the number as she sees fit. Only one verb is taught in a lesson, the action being repeated by different pupils. The name of the pupil is inserted, from the start, as the subject of the sentence, instead of "a boy" or "a girl," and for many lessons the names of pupils and teacher and the personal pronouns representing them are the only words used for subject. The object of the frequent repetition of the same act by different persons is not only to teach the verb, but also firmly to impress upon the mind of the child the form of the sentence and the idea that while the form of the sentence remains the same one of its principal elements may be varied. After ten verbs are thus taught they are embodied in a review lesson. In this lesson all the acts represented by the ten verbs are performed by the same person, the subject thus remaining the same while the predicate is varied. In a subsequent review lesson both the subject and predicate are varied. The child has now assimilated the simplest form of sentence; he has acquired the idea that its elements may be changed, and the foundation of language is laid. This is of vastly more importance than remembering individual words. Soon by the use of personal pronouns two sentences are taught together, then three, then four, and thus the class gradually but imperceptibly glides into writing short connected narratives. The past tense of the verb is employed in all these lessons, as only verbs of action are taught the first year. A number of intransitive verbs such as *ran, jumped* and *hopped* come first; then transitive verbs, such as *broke, tore* and *threw*; then intransitive verbs with prepositional phrases; then transitive verbs with prepositional phrases; finally such expressions as *went out, came in, looked up, turned around, threw away,* etc. After the pupils have finished these lessons in action

writing, they begin with the verb *to be,* present tense, followed by adjectives and by prepositional phrases; then they take up the actual present and the future of the verbs of action already taught. They are now far into their second year's work, which also includes interrogative and imperative sentences, a number of descriptive and definitive adjectives, several adverbs of place and time, some time words such as *to-day, yesterday, this morning,* many propositional phrases used as adverbs, a few adjective phrases, like a loaf *of bread,* a load *of wood,* comparative of adjectives, compound elements and plurals. The class do not begin numbers until the second year; by the close of this year they have learned the values of numbers to one hundred and can do simple work in addition. During each year a number of nouns are taught, ranging from the names of common objects in the first to abstract nouns and names of immaterial things in the higher grades. Adjectives, adverbs, and phrases used as adjectives or as adverbs, increasing in difficulty, appear throughout the entire course. These phrases are taught as single entities, for so the mind conceives them. Pronouns are given from the simplest personal in the first to relatives of difficult construction in the later years. In the third year the pupils are taught the habitual present; the verb *to be* followed by adjectives of condition, such as *sick, well,* by adverbs and by adjectives modified by phrases, such as *afraid of* —, *full of* —. They are given also the past and future of the verb *to be,* the simplest form of the potential mood, and the infinitive as the object of a transitive verb. From this beginning the potential mood and the infinitive are developed, year by year, through all their forms and constructions. The expletives *it* and *there* are introduced during this year, and the simpler co-ordinate conjunctions already taught are enlarged upon. All classes of conjunctions, in the course of time, receive proper attention along with words, phrases and clauses. In arithmetic addition is reviewed and subtraction is taught, the relations of numbers being constantly illustrated with objects. Geography is begun the third year. The work here is elementary and at the same time fundamental. The pupils learn the names of natural objects, such as *hill, mountain, prairie*; and artificial objects, as *street, side-walk, post-office, depot.* Relative position and directions are taught them with objects in the school-room, yard, town, etc. Expressions as "side of," "on the east (west, north, south) side of" are illustrated with lines on the floor, landscape drawings, etc. A

text-book is introduced this year. The book is Harper's First Reader; the class are now and then given a lesson in it to read. Harper's series of readers are regarded the best adapted to our work and are used in the classes up to the last year. The pupils are not required to memorize lessons in these readers and then write them out. They read a lesson over as they would a newspaper and are then questioned upon it. The object is not so much to teach language as to get the pupils into the reading habit. In the fourth year begins the instruction of subordinate clauses; the pupils are here given easy adverb clauses of time and condition. During the subsequent years of the course they are taught every variety of adverb, adjective and noun clause. A few passive participles used to express present condition, as *broken*, *torn*, *cracked*, are given this year. The pupils are drilled in the comparisons of adjectives and adverbs. They are given a few English idioms, and each year's work thereafter includes a number of idioms, graded as to difficulty of use. Multiplication is taken up this year. The pupils are drilled in the manipulation of figures and in the phraseology describing varied transactions that involve the use of figures. Such drill is carefully outlined in each year's work. In geography the pupils practice drawing the map of Texas, indicating the position of the principal rivers, towns and railroads; they learn the direction of these objects from one another, by judicious questioning, and their distances apart; and they are taught what are the agricultural products of the State, where they are raised and what uses are made of them, as near as their knowledge of language will permit. The participle is taught, in the fifth year, as the object of a transitive verb, and during the remainder of the course it is gradually developed in all its forms, and in its use as adjective, adverb and noun. Division is taken up and finished this year, and the value of fractional numbers imparted by illustration. From this point arithmetic is carried on into the last year, and the pupils are given a thorough knowledge of the different branches of practical arithmetic. In geography the pupils are taught, during the year, what are the mineral products of Texas and where they are found; the physical character of the different parts of the State, as to relief forms, climate, health and soil; where timber exists and where prairie; the commonest kinds of woods and grasses, and the uses made of them; the manufactures of the State, and the location of the principal factories; the titles of the principal State, county and

city officials. They are required to draw the map of the State by counties, to learn the county-seats and to answer map questions. Thereafter the geography of the United States is taken up and treated in a similar way as nearly as possible, the principal products exported, those imported and the great ports of entry being touched upon. The next year a knowledge of social and political institutions in the United States, such as religious denominations, christian associations, trades and commercial unions, political parties, legislature and congress, militia, courts, city council, etc., is imparted. Subsequently the geography of other countries is taught in a manner similar to that already employed. Text-books are used principally for map questions. History is begun this year, consisting of simple lessons in Texas history prepared by the teacher. The study is continued, by text-book, to the end of the course, United States, English and universal history being taken up in order. Grammar, begun in the fourth year and taught by diagram, is taken up in the seventh as a regular study. Reed and Kellogg's higher lessons are used. Physical geography is begun the eighth year and finished the ninth. Physiology, civil government, English literature and the elements of physics are taught the last two years.

It was thought proper to give a somewhat extended review of our course of instruction, because the class-room work forms a very important part of the history of an institution like this, and because this course is in its character and fullness a departure from the policy pursued for so many years in America. The results since its adoption have proved that systematic work pays. The standard of scholarship has been gradually raised. There is a marked improvement in language and greater intelligence in the study of other branches. The hope is therefore entertained that an extension of the school period one or two years, together with a thorough mastery of details by each teacher, will go a long way toward solving the vexed question as to how the deaf may attain an easy and correct use of the English. No department has as yet been established in which pupils are taught exclusively by articulation. The plan pursued is the one adopted when oral instruction was introduced into the school. All the pupils are given their literary training in the manual classes, the semi-mutes and a few congenital mutes receiving instruction in speech and speech-reading specially a portion of each day. While the regular course does

not apply directly in this department the teacher is guided by the advancement that a pupil has made in language. In teaching beginners she does not confine herself to either the word or the elementary sound method, but combines the two. With advanced pupils her instruction is largely by conversation. The number of her pupils is so large that the time allowed each is necessarily very limited; their progress is however commendable, some of them having attained remarkable efficiency in speech and lip-reading. But it is believed that the time for enlargement in this work has arrived.

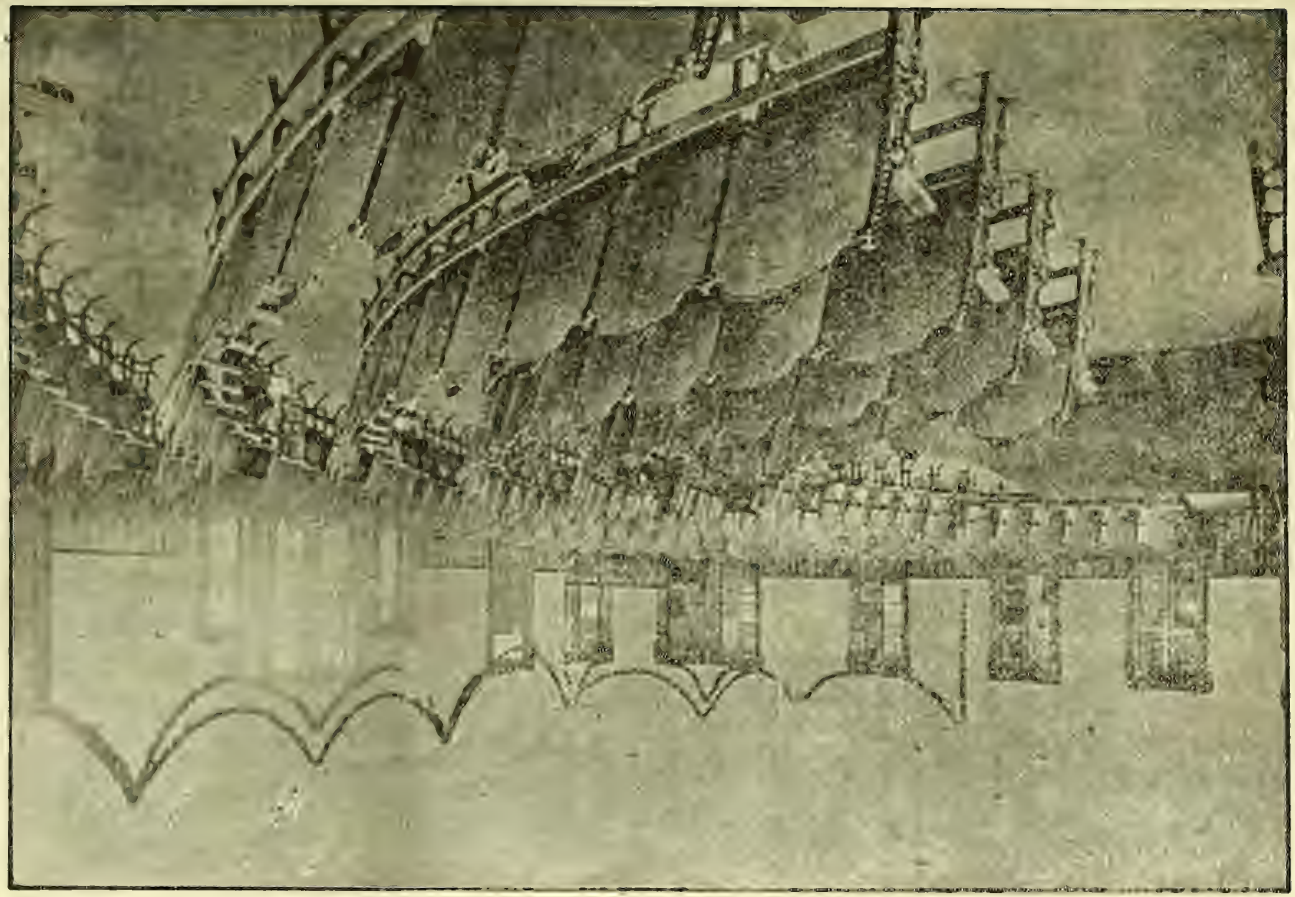
There are two hundred and ten pupils in attendance. Of this number forty-six receive instruction in articulation and lip-reading, and twenty-three are in the art department. In the printing office there are twenty-two, in the shoe shop fourteen, the book bindery ten, the carpenter shop six, and working on the farm and garden fifteen. About thirty girls receive instruction in dress-making and fitting.

Of the five hundred and thirty-one pupils who have attended, two hundred and ten, or nearly forty per cent., are now in school. During Capt. Kendall's administration the enrollment has increased from one hundred and fifteen to two hundred and fifteen. This has been the largest growth of any such institution in the world.

Three hundred and twenty-one pupils have left school. Among these there are sixty farmers, thirteen printers, eight stockmen, five labors, four artists, five carpenters, three teachers, three bookbinders, two college students, two machinists, one engineer, one deputy county clerk, one tinner, one marble-cutter, one editor, one peddler, one butcher, one factory hand, one cigar-maker, one saddler, one barber, one book-keeper. Forty-eight have married, and fifty-four are dead. A vast majority of those living are not only supporting themselves but are good, moral, tax-paying citizens, a credit to themselves and an honor to their school. So far as we know only one has ever been convicted of a crime. When we remember that without an education these same people would have been little better than savages, or even beasts, we can realize that the Deaf and Dumb Asylum is one of the grandest institutions of the great State of Texas.

Applicants for admission must be of sound mind, good moral character, free from contagious diseases, and between the ages of eight and twenty, and are allowed to remain in school a term of

ten years. All children too deaf to be taught in the public schools of the State are received here. Pupils receive board, lodging, books, tuition, medical attention, free; parents only being required to furnish clothing and transportation, and these are furnished to indigent pupils.



LIST OF OFFICERS AND INSTRUCTORS FROM THE BEGINNING OF THE SCHOOL TO THE PRESENT TIME.

Presidents of Board.

W. E. Jones, F. T. Duffau, John Marshall ..... 1856 to 1858
F. T. Duffau ..... 1858 to 1865
J. M Litten ..... 1865 to 1874
Jas. E. Shepard ..... 1874 to 1875
Jas. E. Shepard, Galen Crow, Henry Hiershfield ..... 1875 to 1876
Galen Crow ..... 1876 to 1878
R. M. Swearingen ..... 1878 to 1883
T. W. Folts ..... 1883 to 1887
T. B. Lee ..... 1887 to 1891
Jefferson Johnson ..... 1891 to ——

Trustees.

W. E. Jones ..... 1856 to 1858
F. T. Duffau ..... 1856 to 1857
Thos. Green ..... 1856 to 1860
J. B. Costa, Edward Fontaine ..... 1856 to 1860
Jno. Marshall ..... 1856 to 1858
S. W. Goodrich ..... 1858 to 1859
John Hancock ..... 1860 to 1861
—— Taylor ..... 1860 to 1861
—— Johnson ..... 1860 to 1861
—— Rowe ..... 1860 to 1861
A. P. Blocker ..... 1860 to 1876
—— Hendricks ..... 1861 to 1864
Geo. W. Sampson ..... 1861 to 1864; 1879 to 1887
Eugene Bremond ..... 1865 to 1874
C. F. Millett ..... 1865 to 1874
Jno. Stelfox ..... 1865 to 1874
J. C. Allan ..... 1865 to 1874
Geo. W. Zimpleman, W. H. Tobin, J. T. Moore ..... 1874 to 1877
Jas. E. Shepard ..... 1874 to 1877
Galen Crow ..... 1875 to 1876
Henry Hiershfield ..... 1876 to 1879
Joseph Nalle ..... 1876 to 1879
A. J. McCrery ..... 1877 to 1879
R. M. Swearingen ..... 1878 to 1879; 1890 to 1891
C. R. Beaty ..... 1878 to 1879
Wm. Shapard ..... 1879 to 1881
Jas. W. Smith ..... 1879 to 1884
T. B. Lee ..... 1879 to 1881
Walter Tips ..... 1881 to 1887
D. W. Jones ..... 1881 to 1884
W. Howard ..... 1884 to 1887
Robt. T. Hill ..... 1884 to 1887
B. C. Wells ..... 1887 to 1889
Felix Smith ..... 1887 to 1890
Ed. Christain ..... 1887 to 1888
C. M. Rogers ..... 1887 to 1891
A. S. Roberts ..... 1888 to 1891
Jefferson Johnson ..... 1889 to 1891
J. G. Booth ..... 1891 to ——
J. K. Holland ..... 1891 to ——
Osceola Archer ..... 1891 to ——
L. D. Brooks ..... 1891 to ——

Physicians.

J. M. Litten ..... 1858 to 1876
C. N. Worthington ..... 1876 to 1879
R. M. Swearingen ..... 1879 to ——

Superintendents.

J. Van Nostrand ..... 1857 to 1876
Henry E. McCulloch ..... 1876 to 1879
John S. Ford ..... 1879 to 1884
Wm. Shapard ..... 1884 to 1887
W. A. Kendall ..... 1887 to ——

Principals.

Miss Emily Lewis, Alvis G. Scott ..... 1876 to 1877
John L. Carter ..... 1877 to 1878
John R. Dobyns ..... 1878 to 1879
C. L. Williams, Mrs. L. S. Williams ..... 1879 to 1880
John Ferguson ..... 1880 to 1881
R. H. Kinney ..... 1881 to 1885
J. W. Blattner ..... 1885 to ——

Stewards.

F. W. Thomee ..... 1879 to 1882
H. B. Wilson ..... 1882 to 1884
Jefferson Johnson ..... 1884 to 1887
W. H. Love ..... 1887 to 1888
J. H. W. Williams ..... 1888 to ——

Teachers.

M. Clark ..... 1857 to 1858
Jas. S. Wells ..... 1858 to 1874
Miss Emily Lewis ..... 1864 to 1876; 1880 to ——
Morris McNeelan ..... 1869 to 1871
W. H. Lacy ..... 1875 to 1876; 1879 to ——
Miss M. Bradford ..... 1876 to 1877
—— Branson ..... 1876 to 1877
Miss Clay Martin ..... 1876 to 1877
Miss Bettie Washington ..... 1877 to 1877
Jno. R. Dobyns ..... 1877 to 1878
Alfred Kearney ..... 1877 to 1880
Mrs. Florence Vane ..... 1877 to 1878
Mrs. A. Y. Dibrell ..... 1878 to 1879
Geo. W. Walthall ..... 1878 to 1879
Miss Anna Eikel ..... 1879 to 1880
Albert Lister ..... 1879 to 1885
Jno. A. Prince ..... 1880 to 1881
Miss Josie Callahan ..... 1880 to 1882
Miss M. Crim ..... 1881 to 1881
Miss Nevada Dunn ..... 1881 to 1881

Miss Carrie Summers....1881 to 1882
Mrs. Lucy W. Ferguson...1881 to 1882
Guilford Euritt.....1882 to 1884
Miss Bettie Brewster.....1882 to 1883
Miss Bessie Carter.....1883 to 1884
Miss May Carter.....1883 to 1884
C. W. L. Turner .....1883 to 1884
Loring Turner.....1883 to 1884
Mrs. —— Turner.....1883 to 1884
Nat. R. Humphreys.....1884 to 1886
C. Watson..... .....1884 to 1884
Miss Mattie Pool.....1884 to 1884
Geo. Begg.....1884 to ——
P. L. Downing.....1884 to 1885
Miss Lula Jones.....1884 to 1887
Miss Luetta Kinney. 1884 to 1885; 1891 to 1892
Miss Carrie Howard.....1884 to ——
Miss Emma Shapard ....1885 to 1887
Miss Ola Wright.....1885 to 1887
C. W. Simpson. ..... .1885 to 1889
Miss Annie P. Goggin. ..1886 to ——
Miss Sallie Kendall.....1887 to 1888
Miss Lizzie Lloyd.....1887 to ——
Miss Nellie Miller..... .1887 to 1887
Miss Frankie Pasquelle...1887 to ——
W. M. Thornberry.....1887 to ——
S. J. Thomas.....1888 to 1890
Harris Taylor.....1888 to ——
Geo. H. Putnam.....1890 to ——
A. H. Walker .....1890 to ——
Miss Alline Kyle.....1890 to 1891
Miss Susie Mood.....1891 to ——
Wirt A. Scott.....1892 to ——
Miss Carrie Steagall.... .1892 to ——

Matrons.

Mrs. Josephine Snyder....1857 to 1876
Miss M. Bradford.....1876 to 1877
Mrs. Y. J. McCulloch .. .1877 to 1880
Mrs. Lucy Trask..... 1880 to 1882; 1884 to 1885
Mrs. Sarah Fisher.....1882 to 1883
Miss Angie Fuller.....1882 to 1884
Mrs. Addie Delira.....1884 to 1884
Mrs. Mary Hicks..... .1885 to 1887
Mrs F. M. Davis.....1887 to 1888
Mrs. E. H. E. Barrett.....1888 to 1890
Mrs. L. Begg.....1890 to 1891
Mrs. M. P. Garth.....1891 to 1891
Miss Susie Parker... .1891 to ——

Second Matrons.

Miss C. A McNeelan.....1864 to 1876
Mrs. S. E. Brown.....1877 to 1879
Mrs. —— Wood.....1879 to 1880
Miss M. Crim.....1880 to 1882
Mrs. Addie Ford.....1882 to 1883
Mrs. Addie Delira.....1883 to 1884
Mrs. M. E. Hicks.....1884 to 1885
Miss Lizzie Lloyd.....1885 to 1887
Miss Vella Wright.....1887 to 1887
Miss M. J. Bones.....1588 to 1890
Miss Mary Franks.....1890 to ——

Monitors.

W. H. Lacy.....1876 to 1879
Albert Lister..... .. 1879 to 1881
Bailey Pool..... ....1881 to 1882
L. S. Bowen..... ..1882 to 1884
W. M. Thornberry.....1884 to 1885
H. K. Johnson... .....1885 to 1885
Stephen McClure... ....1885 to 1886
W. B. Hopkins.....1886 to 1887
A. A. Taylor .. ..1887 to 1887
C. S. Sheets..... .1887 to 1889
Chas. McDorsey.....1889 to 1889
E. M. Spain..... ....1889 to 1891
R. B. Crockett .....1891 to 1892
W. S. Blue..... ..1892 to ——

Monitresses.

Miss M. Crim .....1882 to 1883
Miss Carrie McKay.....1883 to 1884
Miss Ida Sigler.....1884 to 1885
Miss Annie Goggin.....1885 to 1886
Miss M. J. Bones ....1886 to 1887
Miss Mabel Moss .....1887 to 1892
Miss Alma Bastian.....1892 to ——

Monitress Small Boys.

Mrs. M. W. McLemore...1890 to ——

Expert Printers.

W. D. Moore..... .....1875 to 1880
S. M. Craig.... ....1880 to 1882
Ed. Smith. ....1882 to 1883
M. M. Payne.....1883 to 1884
Geo. Begg... .....1884 to 1885
W. H. Lacy.....1885 to 1889
P. L. Richardson .....1889 to ——

Expert Bookbinder.

Fritz Bastian.....1881 to ——

Expert Shoemakers.

Jack Seahorn.....1881 to 1884
Chas. M. Kessler ... .. 1884 to 1885
Robt. Weyerman.....1885 to ——

Expert Carpenter.

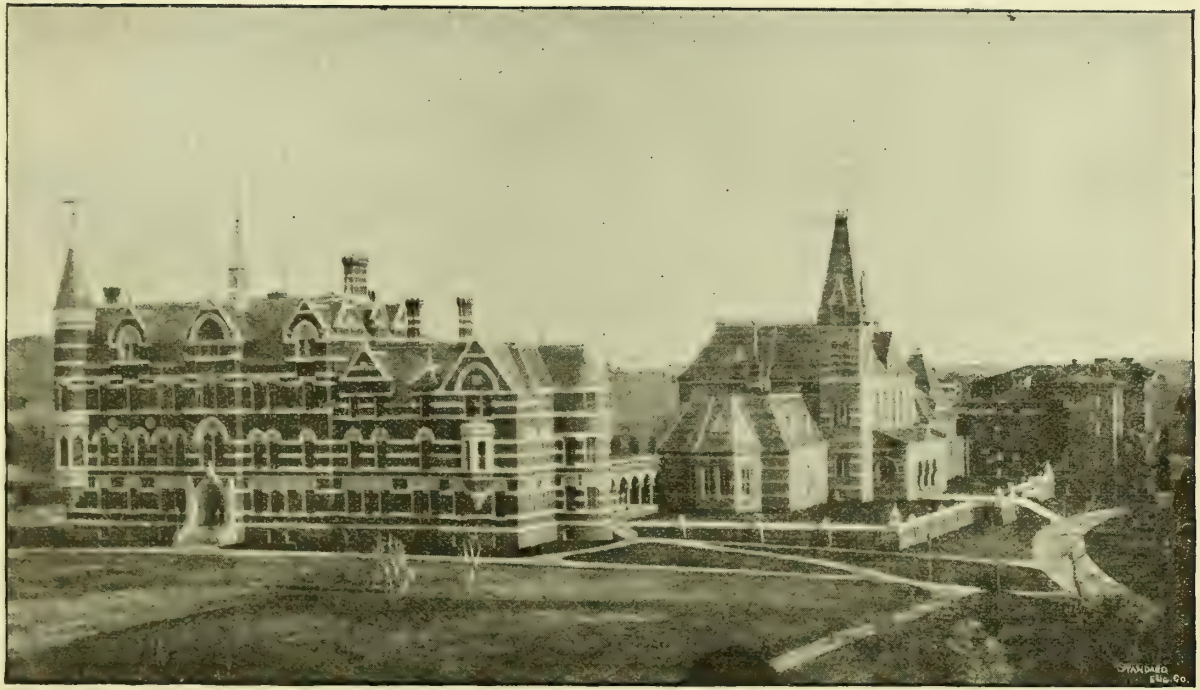
A. Rhode .....1885 to ——

Expert Matressmaker.

F. W. Thomee.....1880 to 1880

Engineers.

John Whalen.....1885 to 1886
W. W. Pitts.....1886 to 1886
Wm. Turner.....1886 to ——



COLLEGE. CHAPEL. DOMESTIC DEPARTMENT.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

THE

Columbia Institution

FOR THE

Instruction of the Deaf and Dumb,

1857-1893.

BY EDWARD M. GALLAUDET, PH. D., LL. D.,
PRESIDENT OF THE INSTITUTION.

NATIONAL DEAF-MUTE COLLEGE,
WASHINGTON, D. C.
PRINTED BY THE STUDENTS.

THE COLUMBIA INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb was incorporated by Congress in an Act approved February 16, 1857, under the name of the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind.

A small school had been opened in Washington in the previous year, in which several prominent citizens, among them the Hon. Amos Kendall, had become interested and had consented to act as trustees. Owing to circumstances which need not be related, the school was broken up in a few months. Among the pupils were five orphan deaf-mutes, who had been brought from New York. These were now bound to Mr. Kendall as their guardian by the orphans' court, and formed the nucleus of the Institution.

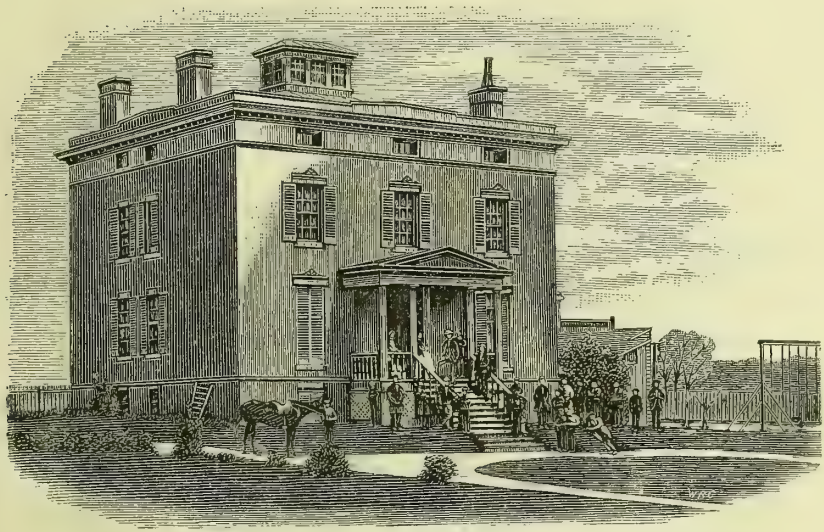
The Institution was opened on June 13th, 1857, under the superintendency of Edward Miner Gallaudet, in two houses on Kendall Green, one of which, with two acres of ground, had been presented by the Hon. Amos Kendall. Within a short time Mr. Gallaudet was assisted by his mother, Mrs. Thomas Hopkins Gallaudet, as matron, Mr. James Denison as instructor of the deaf, and Mrs. Maria M. Eddy as instructor of the blind. The school was opened with five deaf-mute pupils.



BUILDING FIRST OCCUPIED BY THE COLUMBIA INSTITUTION, 1857.

During the first year seven other deaf-mutes were received, and six blind children.

The act incorporating the institution allowed $150 per annum from the United States Treasury for each indigent pupil from the District of Columbia.



BUILDING ERECTED BY THE HON. AMOS KENDALL, 1859.

In May, 1858, Congress granted $3,000 per annum for five years for the salaries and incidental expenses of the Institution, and authorized the free admission of deaf and dumb or blind children of men in the military or naval service of the United States.

In 1859, Mr. Kendall erected at his own expense, at a cost of about $8,000, a substantial brick building, on the lot he origi-

nally gave the Institution. This building was connected with the frame dwelling previously standing on the lot, occupied at the organization as a school house and dormitory for boys.

In 1860, the invested funds, amounting to about $4,000, of Washington's Manual Labor School and Male Orphan Asylum Society, a benevolent organization which had never established itself, were made over to the Institution under the authority of Congress. The income of this fund has been used to promote industrial education.

During the same year the legislature of Maryland provided for the education of pupils in the Columbia Institution.

In 1862, Congress appropriated $9,000 for the erection of additions to the buildings, the number of pupils being increased to forty-one. Thirty-five of them were deaf-mutes, and six were blind.

A cabinet shop for the purpose of training boys in useful labor was established.

In the Annual Report for this year (1862) the attention of Congress was called to the great need of a college for the higher education of the deaf, none then being in existence. On the 8th of April 1864, the following Act of Congress was approved by President Lincoln, then *ex-officio* Patron of the Institution:

AN ACT to authorize the Columbia Institution for the Deaf and Dumb and the Blind to confer degrees.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the board of directors of the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind be, and they are hereby, authorized and empowered to grant and confirm such degrees in the liberal arts and sciences to such pupils of the institution, or others, who, by their proficiency in learning, or other meritorious distinction, they shall think entitled to them, as are usually granted and conferred in colleges, and to grant to such graduates diplomas or certificates, sealed and signed in such manner as said board of directors may determine, to authenticate and perpetuate the memory of such graduation.

On the 28th of June of the same year a department for the

higher education of the deaf was publicly inaugurated, which soon afterwards took the name of the National Deaf-Mute College.

On this occasion the Hon. Amos Kendall, who had been the President of the Corporation and Board of Directors from the date of their organization, relinquished his office as President (remaining in the Board as a Director,) and was succeeded by Mr. Gallaudet, who had for seven years occupied the position of Superintendent of the Institution. In resigning his office as President, Mr. Kendall addressed Mr. Gallaudet as follows:

"MY YOUNG AND ESTEEMED FRIEND:

In accordance with my own wishes, and the unanimous decision of the members of the association at their recent meeting, I now relinquish to you the presidency of this Institution. It is an honor richly due to you for the services you have rendered to the Institution, not only within its walls, but in Baltimore, in Annapolis, in Congress, and in the country. To you more than to any other man is it indebted for its rapid progress, and for the high position it now holds in the estimation of the community. It is, therefore, fitting that you should be clothed with all appropriate authority needful to maintain discipline within the Institution, and all practicable means of influence to protect its interests without. The members of the association have, in the history of the past, abundant grounds of confidence that under your prudent and skillful management it will not only realize their highest hopes, but secure to yourself a degree of gratitude and affection in the hearts of this class of unfortunates, and a reputation for disinterested usefulness, not inferior to those acquired by your honored father. And most happy shall I be if permitted to live to see this Institution, under your judicious management, become one of the brightest jewels in the coronet of the republic, once more, by the mercy of God, united, peaceful, and free."

Within a few weeks after the public announcement of the new department, Congress increased its appropriations to the Institution by the sum of $32,300, providing for the purchase of fourteen acres of ground, on which there were buildings sufficient for the wants of the new College.

The College was opened in the autumn of 1864 with thirteen students. In February 1865, Congress provided for the transfer



EDWARD M. GALLAUDET, PH. D., LL. D.

of the blind children of the District, then in the Institution, seven in number, to the Maryland Institution for the Blind in Baltimore, and removed the words "and the Blind" from the corporate name of the Institution.

The following historical statement, published in the Catalogue of the College of 1892, gives a full sketch of the progress and development of that department of the Institution:

HISTORICAL SKETCH OF THE NATIONAL DEAF-MUTE COLLEGE.

The Columbia Institution for the Instruction of the Deaf and Dumb, situated at Washington, D. C., was incorporated in the year 1857, and has since that time been sustained by Congress as the Institution where Government beneficiaries, viz., deaf children of parents residing in the District of Columbia or connected with the Army and Navy, should receive free education.

While the primary object of the Institution, as thus incorporated, was to provide for the ordinary instruction of these two classes, the terms of its organic law foreshadowed the ultimate extension of its scope and benefits much beyond this point. The act of incorporation gave the Directors full discretion as to the length of the course of study to be pursued in the Institution, and permission to receive students from any of the States and Territories of the United States on terms to be agreed upon by the proper authorities.

To give practical efficiency to these provisions the managers of the Institution decided to organize a Collegiate Department, and Congress was therefore applied to for an amendatory act authorizing the Institution to confer collegiate degrees. Such an act was passed in April, 1864, and shortly afterwards the Directors extended the range of study so as to embrace a college course, and divided the Institution into two departments, giving to the advanced department the name of the NATIONAL DEAF-MUTE COLLEGE.

The object of the Directors in establishing a school of this grade, thus taking a step unprecedented in the history of deaf-mute instruction, was in part to prove what has been doubted by some, that persons deprived wholly or in part of hearing and speech could, in spite of their disability, engage successfully in

the advanced studies pursued in colleges for the hearing. The more important end in view, however, was to afford a class of persons in the community, already numerous and increasing steadily with the population, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of literature and the liberal arts.

The experience of nearly twenty-eight years in the progress of the College has fully satisfied those familiar with its workings that their assumption as to the ability of the deaf to master the arts and sciences was well-founded ; while at the same time the expressions of interest which the enterprise has called forth from instructors of youth, from the deaf and their friends, and from public journals in Europe, as well as in America, may be taken as evidence that the world approves the undertaking.

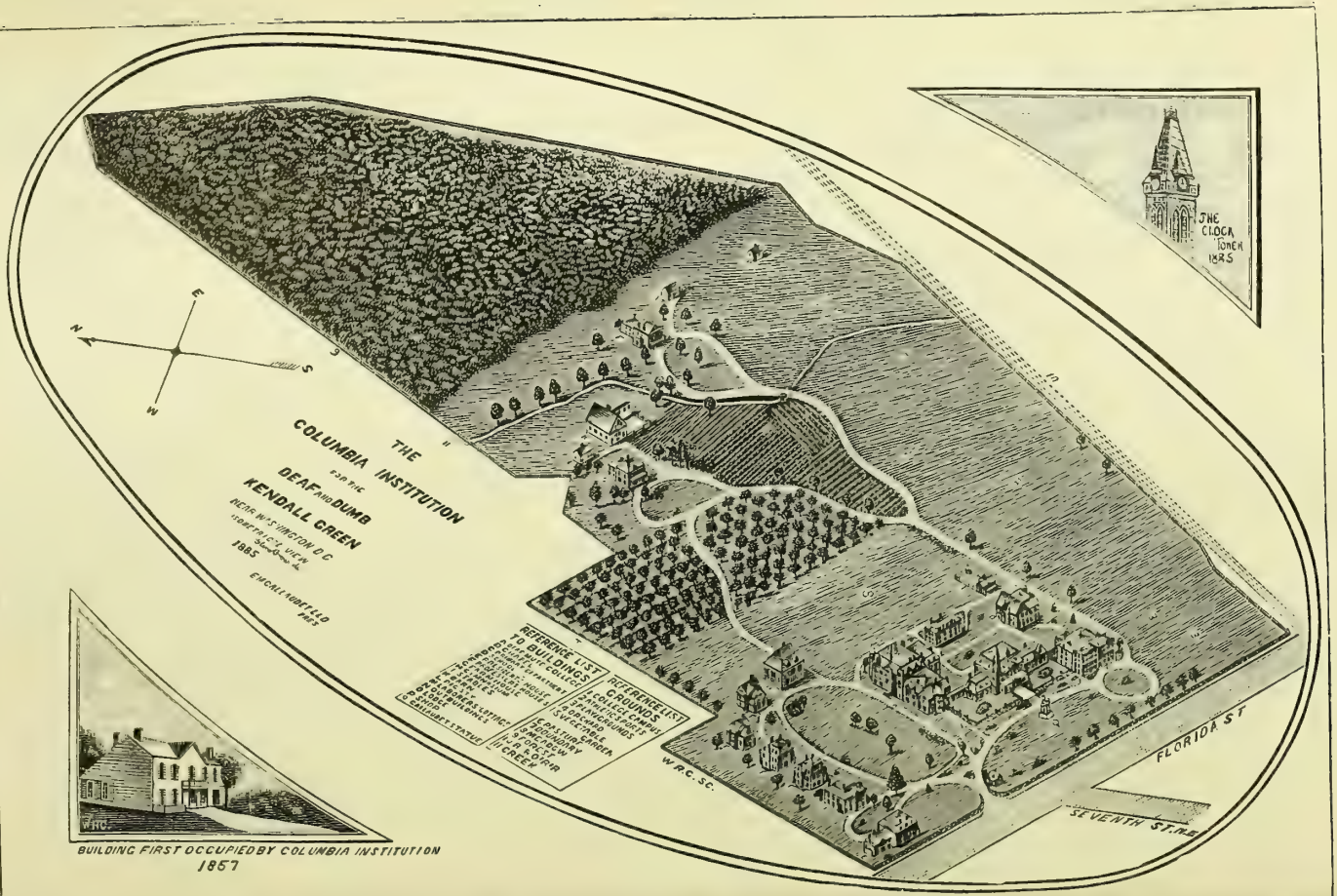
While a general admission on the part of benevolent and liberal minded people is yielded as to the desirableness of a college for the deaf, questions have been presented by some, proceeding mainly from a lack of information on the subject, touching the demand for such an institution and the practical value of a collegiate course of study to persons who are, by reason of natural disability, debarred from entering upon the full practice of any of the learned professions.

In no better way can these questions be answered than by referring to the record of those who have been connected with the College as students, and are engaged in the sterner duties of mature life. Fifty-seven who have gone out from the College have been engaged in teaching ; four have entered the ministry ; three have become editors and publishers of newspapers ; three others have taken positions connected with journalism ; fifteen have entered the civil service of the Government—one of these, who had risen rapidly to a high and responsible position, resigned to enter upon the practice of law in patent cases, in Cincinnati and Chicago, and has been admitted to practice in the Supreme Court of the United States ; one is the official botanist of a State, who has correspondents in several countries of Europe who have repeatedly purchased his collections, and he has written papers upon seed tests and related subjects which have been published and circulated by the Agricultural Department ; one, while fill-

ing a position as instructor in a Western Institution, has rendered important service to the Coast Survey as a microscopist, and one is engaged as an engraver in the chief office of the Survey; of three who became draughtsmen in architects' offices, one is in successful practice as an architect on his own account, which is also true of another, who completed his preparation by a course of study in Europe; one has been repeatedly elected recorder of deeds in a southern city, and two others are recorders' clerks in the west; one was elected and still sits as a city councilman; another has been elected city treasurer and is at present cashier of a national bank; one has become eminent as a practical chemist and assayer; two are members of the Faculty of the College, and two others are rendering valuable service as instructors therein; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits, in which the advantages of thorough mental training will give them a superiority over those not so well educated. Of those alluded to as having engaged in teaching, one has been the principal of a flourishing Institution in Pennsylvania; one is now in his second year as principal of the Ohio Institution; one has been at the head of a day-school in Cincinnati, and later of the Colorado Institution; a third has had charge of the Oregon Institution; a fourth is at the head of a day-school in St. Louis; three others have respectively founded and are now at the head of schools in New Mexico, North Dakota, and Evansville, Indiana; and others have done pioneer work in establishing schools in Florida and in Utah.

Thirty-seven of our students have been called to pass from the life that now is to that which is to come, and most of these left behind them bright evidence that they rightly estimated the true issue of life. One who would have borne away the highest honors of the College, had his life been spared, wrote to his sister, a fortnight before his death, as follows:

"It will take away half the bitterness of death to have been allowed to learn something; to have obtained one glimpse across the hills and valleys away off into that promised land of perfect knowledge, perfect love, perfect purity, where men no longer 'see through a glass darkly;' for such I take to be the true result of study. The more one learns, the clearer does he see God's wondrous goodness, the closer is he drawn to all things holy."



BUILDING FIRST OCCUPIED BY COLUMBIA INSTITUTION
1857

There have been connected with the College as students, for a longer or shorter period, three hundred and eighty-eight youths, representing thirty-four States and the Federal District. New England has sent forty-five, the middle States eighty-seven, the South seventy-eighty, and the West one hundred and seventy-five. Besides these, two young men have come from Ireland and one from Canada to enjoy the educational privileges of the College.

The liberality of Congress toward the Institution has been marked and uniform. Within a week after the formal public inauguration of the collegiate department an appropriation of $26,000 was made for the addition of fourteen acres to the grounds of the Institution, the purchase so provided for including temporary buildings for the accommodation of the College. The year following, $39,000 was appropriated for the erection of a dormitory building. Two years later (1867) provision was made for beginning the central building, designed to contain a public hall and refectories for both departments of the Institution. This building was completed in 1870, at a cost of about $120,000. In the meantime two commodious dwelling-houses had been erected for officers of the College, and a further addition of three acres made to the grounds.

In 1872 and 1874, Congress made appropriations, amounting to more than $80,000, for the purchase of the beautiful country seat of the late Hon. Amos Kendall, comprising eighty acres of land, and adjoining on two sides the grounds previously owned by the Institution. With this addition the domain of the Institution, which is called Kendall Green, embraces one hundred acres, all lying within two miles of the Capitol.

In 1874, Congress provided for the erection of two dwelling-houses for the officers of the Institution, and for the extension of the College dormitory.

In 1875, further appropriation was made for work on the College building, which was completed in 1877. The total cost of this building was $125,060.64.

In 1881, a fine gymnasium was completed, at a cost of $14,000. The expense of this building was provided for by Congress. Its interior arrangement is in accordance with plans and suggestions of Dr. D. A. Sargent, the well-known Director of the Heming-



GYMNASIUM.

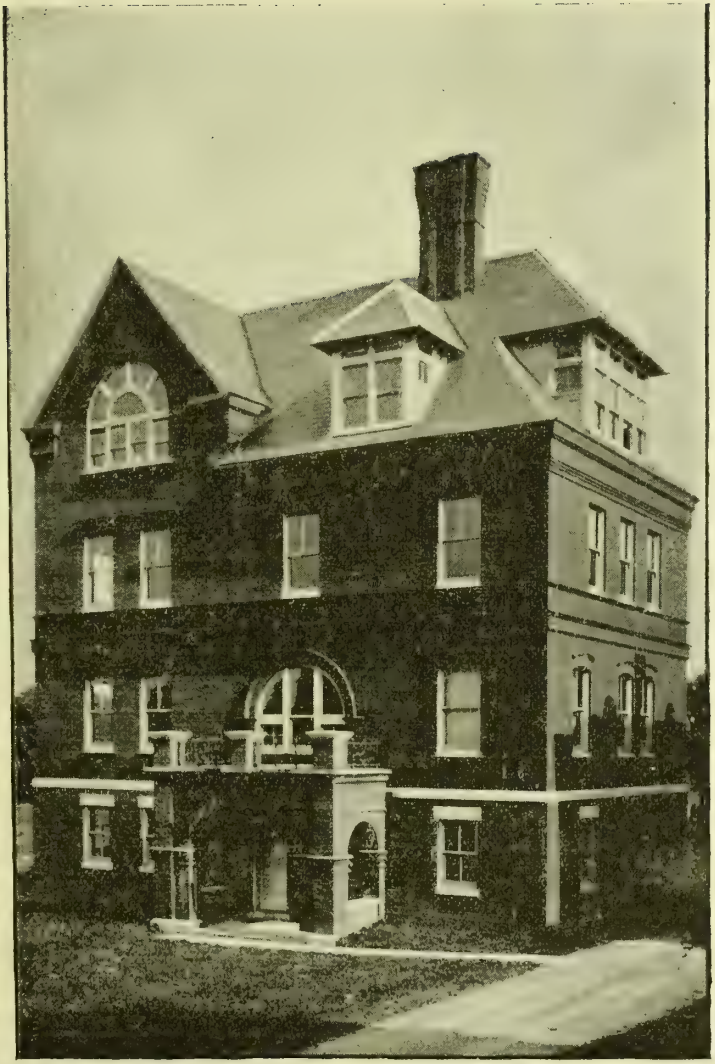
way Gymnasium of Harvard University, the apparatus and fixtures having been made under his immediate supervision. Besides a fine gymnasium hall, the building contains a large swimming-pool, and two bowling-alleys.

In 1887, a commodious building was completed at a cost of $8,000, given by Congress, to be used as a Chemical Laboratory for the College, and for industrial instruction to pupils of the Kendall School.

In September of the same year, the College was formally opened to young women.

The appropriations of Congress for the current expenses of the Institution have provided for the salaries of the professors and instructors, and have been sufficiently large for some years past to enable the Directors to render necessary aid to students of slender means. In the earlier years of the College, however, private assistance was required for poor students, and free scholarships were maintained for a time by Messrs. Amos Kendall, W. W. Corcoran, George W. Riggs, Jay Cooke & Co., Charles Knap, and B. B. French, of Washington; Thomas Smith and Edson Fessenden, of Hartford; Wm. Sprague, of Providence; George Merriam, of Springfield; and J. P. Williston, of Northampton.

A donation from Edward Owen, Esq., of Washington was ex-



LABORATORY BUILDING.

pended for apparatus. In the purchase of Kendall Green, private aid was rendered by the following contributors: Hon. A. E. Borie, Clement Biddle, J. Harrison, jr., William Welsh, A. J. Drexel, M. Baird & Co., H. P. McKean, Wm. Sellers & Co., Jay Cooke & Co., J. S. Lentz & Co., William Weightman, George W. Childs, John Farnum, Hon. Horace Binney, James L. Claghorn, Charles Wheeler, C. and H. Borie, Jacob P. Jones, Thomas H. Powers, George F. Tyler, H. G. Morris, Samuel Welsh, H. C. Gibson, Clarence H. Clark, J. E. Caldwell, H. Geiger, J. M. Whitall, L. A. Godey, Charles Yarnall, and F. J. Dreer, of Philadelphia; Edson Fessenden, Thomas Smith, Tertius Wadsworth, T. M. Allyn, Mrs. Samuel Colt, C. C. Lyman, and J. F. Burns, of Hartford, Conn.; and John Amory Lowell, H. P. Kidder, Wm. T. Andrews, Benj E. Bates, George C. Richardson, S. D. Warren, J. S. Ropes, and Percival L. Everett, of Boston.

Depending chiefly upon the Congress of the United States for support, the College has not, of late years, solicited private assistance; but its benefactors are held in grateful remembrance, and the hope is cherished that private philanthropy may yet provide permanent funds for the assistance of deserving students, and private munificence supply the means of enlarging the work of the College. The latter may be done by endowing professorships, by founding and maintaining an observatory, laboratories, libraries, work-shops, and a museum of natural history.

Interest in the work and welfare of the College has been shown in a gratifying manner, by friends of the College, in the addresses delivered upon anniversary and other public occasions.

At the public inauguration of the College on June 28, 1864, the speakers were Hon. Amos Kendall, retiring President of the Institution; Hon. James W. Patterson, LL. D., of New Hampshire; President-elect Gallaudet; Mr. Laurent Clerc, of Connecticut; Mr. John Carlin, of New York, and Rev. Thomas Gallaudet, D. D., of New York.

The first commencement was held on June 23, 1869. Addresses were delivered by Hon. Amos Kendall, George W. Samson, D. D., LL. D., President of Columbian University, and General O. O. Howard, President of Howard University.

In 1870, at the second commencement, the degrees were conferred by U. S. Grant, President of the United States, and an address was delivered by Hon. J. D. Cox, Secretary of the Interior.

In 1871, the main central building was dedicated by U. S. Grant, President of the United States, and addresses were delivered by Senator Patterson, of New Hampshire; Senator Edmunds, of Vermont; Gen. Garfield, M. C. from Ohio, and Governor Jewell, of Connecticut.

Addresses have been delivered on other anniversaries by the following named gentlemen:

1872. Hon. Columbus Delano, Secretary of the Interior.
1873. Hon. John Eaton, LL. D., Commissioner of Education.
1874. Hon. Lot M. Morrill, Senator from Maine.
1875. Hon. Columbus Delano, Secretary of the Interior.
1876. Joseph Henry, LL. D., Director of the Smithsonian Institution.
D. C. Gilman, LL. D., President of the Johns Hopkins University.
Hon. Zachariah Chandler, Secretary of the Interior.
1877. R. B. Hayes, President of the United States.
J. C. Wellling, LL. D., President of Columbian University.
1878. Hon. W. E. Niblack, Chief Judge of the Supreme Court of Indiana.
Hon. James A. Garfield, M. C. from Ohio.
1879. Rev. Noah Porter, D. D., LL. D., President of Yale College.
1880. Alexander Graham Bell, Ph. D., of Washington.
Hon. J. Randolph Tucker, M. C. from Virginia.
1881. James A. Garfield, President of the United States.
Hon. Samuel J. Randall, M. C. from Pennsylvania.
1882. Rev. William C. Cattell, D. D., LL. D., President of Lafayette College.
1883. At the unveiling of the marble bust of Garfield—
E. A. Hodgson, M. A., of New York.
Robert Patterson, M. A., of Ohio.
1884. D. C. Gilman, LL. D., President of Johns Hopkins University.

P. G. Gillett, LL. D., Principal of the Illinois Institution for the Education of the Deaf.

1885. Hon. Thomas F. Bayard, Secretary of State.
Professor Simon Newcomb, LL. D., U. S. N.

1886. Hon. John A. Jameson, of Chicago, Illinois.

1887. Rev. Aaron L. Chapin, D. D., ex-President of Beloit College.

1888. Rev. Joseph H. Twichell, of Hartford, Conn.

1889. Hon. James W. Patterson, LL. D., Superintendent of Public Instruction in New Hampshire.

1890. Hon. John W. Noble, Secretary of the Interior.
Hon. William D. Washburn, Senator from Minnesota.

1892. Hon. John W. Noble, Secretary of the Interior.
Hon. Chas. E. Hooker, M. C. from Mississippi.

SYNOPSIS OF THE COURSE OF STUDY IN THE COLLEGE.

INTRODUCTORY COURSE.

(One Year.)

Mathematics.—Wentworth's Algebra (through quadratic equations); Problems from Todhunter's Algebra for Beginners, and other sources.

English.—Kerl's Common-School Grammar (reviewed); Meiklejohn's Grammar; Hill's General Rules for Punctuation; Thalheimer's History of England; Original Composition.

Latin.—Collar and Daniell's Beginner's Latin Book; Cæsar's Commentaries.

COLLEGIATE COURSE FOR THE DEGREE OF BACHELOR OF ARTS.

The Freshman Year.

Mathematics.—Wentworth's Treatise on Algebra (from Quadratics); Wentworth's Geometry; Original exercises.

English.—Original composition.

Latin.—Cæsar's Gallic War; Cicero's Orations; Allen and Greenough's Grammar.

Greek (An optional study).—White's Lessons; Goodwin's Greek Grammar; Xenophon's Anabasis.

History.—Myers's General History.

The Sophomore Year.

Mathematics.—Olney's or Loomis's Plane and Spherical Trigonometry; Original exercises; Loomis's Analytical Geometry (optional).

Zoology.—Orton's Zoology.

Botany.—Gray's School and Field Book of Botany.

Chemistry.—Remsen's Chemistry; Laboratory Practice.

Latin.—Virgil's Æneid.

Greek.—Homer's Iliad (optional).

English.—Meiklejohn's History of English Literature; Meiklejohn's History of the English Language; Mærtz's English Literature; Hadley's Brief History of the English Language; Original composition.

The Junior Year.

Mathematics.—Loomis's Calculus (optional); Dana's Mechanics.

Physics.—Gage's Natural Philosophy; Young's Astronomy.

Chemistry.—Laboratory Practice; Qualitative Analysis.

Physiology.—Steele's Hygienic Physiology.

French.—Edgren's Grammar; Super's Reader.

Greek.—Demosthenes on the Crown (optional).

English.—Hart's Composition and Rhetoric; Original composition.

Logic.—Hill's-Jevon's Elementary Lessons.

The Senior Year.

English.—Arnold's Manual of English Literature; Mærtz's English Literature; Original composition.

History.—Guizot's History of Civilization.

German.—Sheldon's Grammar; Joynes's Reader.

Natural Science.—Le Conte's Geology; Guyot's Earth and Man.

Mental Science.—Hill's Elements of Psychology.

Moral Science.—Haven's Moral Philosophy; Butler's Analogy.

Æsthetics.—Bascom's Elements of Beauty.

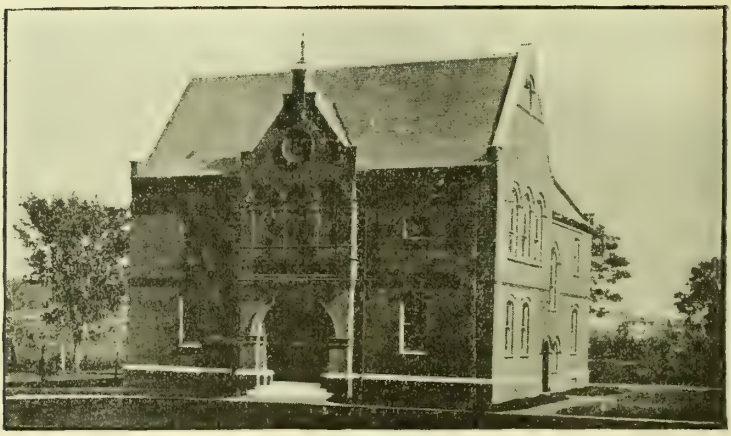
Political Philosophy.—Perry's Political Economy; Gallaudet's International law.

HISTORICAL SKETCH OF THE KENDALL SCHOOL.

The establishment of a school for the primary education of the deaf children of the District of Columbia was undoubtedly due to the disinterested efforts and benefactions of the Hon. Amos Kendall. In recognition of the generosity of this large-hearted man, the directors of the Institution voted in 1885 to give the primary department the designation of the Kendall School for the Deaf.

Though the number of pupils in this school has never been large, the educational results have been satisfactory.

Three hundred and fifteen pupils have been connected with the school and fifty-four were in attendance last year (1892).



KENDALL SCHOOL.

In 1885 a handsome school building was erected, through the liberality of Congress, at a cost of $17,000.

The pupils of the Kendall School have been mainly from the District of Columbia. A considerable number, however, came from Maryland between the years 1860 and 1868.

Beneficiaries from Delaware and Montana, where no schools for the deaf exist, are provided for in the School by their states.

Many children have been sent to the Kendall School from different parts of the country (and a few from Europe and Canada) by their friends to be prepared for admission to the College.

COURSE OF STUDY IN THE KENDALL SCHOOL.

The course of instruction followed in the Kendall School is substantially that pursued by a majority of the institutions for the deaf in this country. Its general aim may be thus stated: To give the pupil a practical understanding and command of the English language, a knowledge of the principles of arithmetic sufficiently extensive to meet his needs in business transactions, a full course in political geography, and a reasonable course in history.

A list of the text-books used is given below; but it should be remarked that the catalogue includes only those that have been lately in use. The choice of text-books is not limited, and undue

importance is not attached to their employment during the first two or three years of the course.

The teacher, while observing certain general rules of instruction, is encouraged in minor details to consult his own judgment and methods and the individuality of the pupil. Original work on his part is welcomed. Manuscript lessons or language exercises, written with particular reference to the requirements of the class, form a part of the school-room work.

During the first two years of the course the pupil is taught writing and the meaning and construction of simple sentences, and practiced in simple addition and subtraction. Number One of Miss Sweet's First Lessons in English, published by the School for the Deaf, at Hartford, Conn., is used in connection with the manuscript lessons by the teacher previously mentioned.

During the next two years the class is carried forward in the construction of sentences; multiplication and division are taught and more or less instruction in geography is given. Number Two and Three of Miss Sweet's Lessons, Brooks's Primary Arithmetic, and Cornell's First Lesson in Geography are employed in the school-room.

During the fifth and sixth years the class is drilled in composition daily; it is advanced in arithmetic to fractions and compound numbers, and even farther if possible. The history of the United States and political and descriptive geography are taught. The text-books used the past year were: Warren's Brief Course in Geography, Ellis's Primary History of the United States, Miss Ellen L. Barton's Language Lessons in Arithmetic. This course sometimes extends in individual cases into the seventh and even into the eighth year.

Daily instruction in articulation and lip-reading is given to every pupil that shows capacity for vocal improvement. In all cases, save the exceptional ones where the results do not warrant the time and labor bestowed, this instruction is continued through the whole period of the pupil's connection with the Kendall School.

The dentaphone, the hearing tube, single and duplex, Professor Bell's visible speech charts, and all other appliances that can be utilized in the work are employed.

The high class.—A feature of the Kendall School, found only in a few of the larger State institutions, is the high class, whose members pursue a course of study preparatory to admission to the introductory class of the College. The text-books used are Higginson's Young Folks' History of the United States, Kerl's First Lessons in English Grammar, Thalheimer's or Berard's History of England (to the reign of Henry VIII), Houston's Physical Geography, Gillet and Rolfe's First Lessons in Natural Philosophy or Balfour Stewart's Physics, Wentworth's Common School Arithmetic or the Franklin Written Arithmetic.

THE NORMAL DEPARTMENT.

More than twenty years ago, in the tenth annual report, the importance of making special provision for the training of teachers of the deaf in connection with this Institution was urged, and two years ago in the thirty-third report this matter was again alluded to.

Circumstances favored the formation of a small normal class last year, and six hearing young men with one young lady were afforded opportunities during the entire school year of becoming acquainted with the existing methods of instructing the deaf.

The young men were all graduates of colleges, and the young lady was a graduate of the Boston High School.

All the members of the class were recommended by heads of schools for the deaf in this country as being likely to succeed in the work of teaching the deaf.

The work of the class was laid out and directed by Prof. Gordon, who has charge of the department of articulation.

This work included careful training in oral teaching by Miss Kate H. Fish, formerly of the Clarke Institution, whose practice is based largely on the German method; instruction in Bell's Visible Speech, by Miss Mary T. G. Gordon, who has taught articulation for many years with success in the Kendall school; a course of lectures on visible speech, given gratuitiously by the eminent author and inventor of the system, Prof. Alexander Melville Bell; a course of lectures on the anatomy and physiology of the vocal organs, by Prof. A. Hewson, M. D., of Jefferson Medical College, Philadelphia; a course of lectures in laryngoscopy

by Dr. W. K. Butler, of Washington, D. C.; lectures by the president of the College, and by Profs. Gordon, Porter, and Chickering, of the faculty; a lecture by Dr. Isaac Lewis Peet, of the New York Institution for the Deaf and Dumb, and an extended course of lessons in the language of signs, by Mr. Melville Ballard, of the faculty of the Kendall School.

Besides the special training afforded by these lectures and lessons, the class had ample opportunities for observing the processes of instruction actually going on in the College and School, where pupils of all possible grades in both manual and oral work were being taught.

Extended courses of reading were pursued by the members of the class, as marked out by Prof. Gordon, and our ample library of special works relating to the deaf and their education, unequaled in this country, afforded valuable opportunities for professional research.

The members of the class who had received the Bachelor's degree before coming to us received the degree of Master of Arts at the close of their year's study, and the young lady was given a diploma of honorable graduation.

The belief of the directors and faculty that specially trained teachers of the deaf would be in demand was fully sustained by the prompt engagement of the members of the first normal class as instructors.

One went to New York City, one to Philadelphia, one to Chicago to be principal of the day school for the deaf, one to Faribault, Minn., one to Colorado Springs, Colo., one to Austin, Tex., and one was needed in our own College faculty.

Besides these seven normal graduates the College furnished four other teachers of the deaf from its graduating class of the year just past. Two of these went to North Dakota, one to Florida, and one, the valedictorian, has been made the principal of the day school for the deaf in Evansville, Ind. A fifth member of the graduating class was offered a teacher's position in a western school, but declined it, to engage in business.

The success of the first year's work of the normal department has been so marked that a second normal class has been formed, consisting of five young men, four of whom are graduates of

American colleges, and one a teacher of the deaf from Belfast, Ireland, who is desirous of acquainting himself with American methods.

A young lady has also joined the class who has been officially connected with the Illinois school for the deaf.

Those normal students who bring with them the rank of a college degree are accorded the title of Normal Fellows.

THE DEPARTMENT OF ARTICULATION.

In 1867, by direction of the Board of Directors the President of the Institution visited many schools for the deaf in Europe, and was so impressed by the success achieved in many places in teaching the deaf to speak, that he recommended the introduction of speech-teaching into the Institution.

This recommendation was acted on favorably in 1870, and for three years a majority of the pupils in both College and School received instruction in articulation.

In the Kendall School this has been continued without interruption, but in the College, for a variety of reasons, mainly because of a lack of means, it was suspended.

When the scheme for the establishment of a normal department was first definitely proposed two years ago, it was part of the plan to make use of the normal students, who were to be persons possessed of all their faculties, as instructors of speech and speech-reading to the students of the College.

This purpose was fully carried out last year, and we were thus able to make the aggregate of speech-teaching afforded much greater than it could otherwise have been.

The members of the normal class began giving instruction in articulation within a short time after the opening of the term, and the value of their work in this branch increased with each week of added experience and training.

Few young teachers, if any, have enjoyed opportunities so favorable to the mastering of the theory as well as the practice of articulation-teaching. The course of study included Arnold's Manual (the most complete exposition of the oral method), Tarra's Exposition of the Pure Oral Method, Hill's Treatise, Goguillot's Elements of Phonation, Prof. A. Melville Bell's latest

exposition of Visible Speech, Dr. A. Graham Bell's lectures upon the same subject, Mr. David Greene's Expositions of the "German" Method and of the "Word-Method," Miss Moffatt's papers upon "Lip Reading," the standard text-books upon the anatomy and physiology of the vocal organs, and much other reading, in addition to Dr. Hewson's anatomical lectures, the lectures of Prof. A. M. Bell, Prof. E. B. Warman, and Prof. Samuel Porter upon phonetics, and months of class-room and observation work under Miss Gordon and Miss Fish.

THE GENERAL SYSTEM OF INSTRUCTION.

Those to whom the management of the Columbia Institution is at present confided believe that no school which limits itself to the employment of a single method can undertake to educate fully, the deaf as a class.

To the basis of the manual method, which was adopted at the foundation of the Institution in 1857, oral teaching was added, as has been stated, in 1870; and isolated cases have occurred from time to time for which aural training has been found possible and helpful.

Instruction is at present carried on throughout the Institution under the Combined System.

The manual alphabet is freely used, and the language of signs is employed under those conditions where it is thought to serve the purpose of communication and education better than any other means available to the deaf.

Speech and lip-reading are attempted with all pupils and continued with all who give reasonable promise of success.

It is the policy of the Institution to give all possible encouragement to articulation, which is consistent with the best results in moral, mental and physical development. It is not thought wise or considerate in the education of deaf children and youth to purchase a limited power, usually of little practical value, of speech and lip-reading, at an outlay of time which would secure a return of far greater worth, when expended on the acquisition of valuable intellectual attainments, or of useful handicrafts.

Officers of the Corporation.

PATRONS, EX OFFICIO.

JAMES BUCHANAN, ... 1857–1861
ABRAHAM LINCOLN, ... 1861–1865
ANDREW JOHNSON, ... 1865–1869
ULYSSES S. GRANT, ... 1869–1877
RUTHERFORD B. HAYES, ... 1877–1881
JAMES A. GARFIELD, ... 1881–1881
CHESTER A. ARTHUR, ... 1881–1885
GROVER CLEVELAND, ... 1885–1889
BENJAMIN HARRISON, ... 1889–1893
GROVER CLEVELAND, ... 1893

PRESIDENTS.

Hon. AMOS KENDALL, ... 1857–1864
EDWARD M. GALLAUDET, LL. D., ... 1864

SECRETARIES.

Hon. WILLIAM STICKNEY, ... 1857–1881
ROBERT C. FOX, ... 1881–1891
JOHN B. WIGHT, ... 1891

TREASURERS.

GEORGE W. RIGGS, ... 1857–1881
E. FRANCIS RIGGS, ... 1881–1886
LEWIS J. DAVIS, ... 1886

DIRECTORS.

Hon. AMOS KENDALL, ... 1857–1869
Hon. WILLIAM STICKNEY, ... 1857–1881
WILLIAM H. EDES, ... 1857–1865
JAMES C. McGUIRE, ... 1857–1887
JUDSON MITCHELL, ... 1857–1865
DAVID A. HALL, ... 1857–1871
Rev. BYRON SUNDERLAND, D. D., ... 1857
EDWARD M. GALLAUDET, LL. D., ... 1864
Hon. SALMON P. CHASE, ... 1865–1867
Hon. BENJAMIN B. FRENCH, ... 1865–1870
Hon. HENRY D. COOKE, ... 1867–1881
Hon. JAMES W. PATTERSON, ... 1868–1873
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Hon. NATHANIEL BOYDEN, ... 1868–1869
Hon. HENRY L. DAWES, ... 1869
Hon. WILLIAM H. KELSEY, ... 1869–1872
Hon. JAMES BROOKS, ... 1872–1874
Hon. GEORGE F. EDMUNDS, ... 1874–1879
Hon. WILLIAM E. NIBLACK, ... 1874
Hon. JOHN T. HARRIS, ... 1876–1882

Hon. WILLIAM A. WHEELER, ... 1876–1877
Hon. JULIAN HARTRIDGE, ... 1878–1879
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Hon. THOMAS F. BAYARD, ... 1879–1885
Hon. WILLIAM McKEE DUNN, ... 1881–1887
WILLIAM W. CORCORAN, ... 1881–1887
ROBERT C. FOX, ... 1881–1891
Hon. JOHN A. KASSON, ... 1882–1884
Hon. J. RANDOLPH TUCKER, ... 1882
Hon. WILLIAM H. CALKINS, ... 1884–1885
Hon. THOMAS RYAN, ... 1885–1887
Hon. HOWELL E. JACKSON, ... 1885–1885
Hon. EDWARD C. WALTHAL, ... 1885–1887
Hon. JOSEPH R. HAWLEY, ... 1887
Hon. JOHN J. HEMPHILL, ... 1887
Hon. ROBERT R. HITT, ... 1887–1891
JAMES C. WELLING, LL. D., ... 1888
Hon. JOHN W. FOSTER, ... 1889
Hon. NELSON DINGLEY, JR., ... 1891
JOHN B. WIGHT, ... 1891

Officers of the Institution

Appointed by the Directors.

SUPERINTENDENT.

EDWARD M. GALLAUDET, ... 1857–1864

(In 1864 the office of Superintendent was merged in that of President.)

College Faculty.

PRESIDENT.

EDWARD M. GALLAUDET, LL. D., ... 1864

VICE-PRESIDENT.

EDWARD A. FAY, M. A., PH. D., ... 1885

SECRETARIES.

EDWARD A. FAY, M. A., ... 1867–1869
JAMES M. SPENCER, M. A., ... 1869–1873
JOSEPH C. GORDON, M. A., ... 1873–1887
AMOS G. DRAPER, M. A., ... 1887

PROFESSORS.

EDWARD M. GALLAUDET, LL. D., ... 1864
RICHARD S. STORRS, M. A., ... 1864–1866
REV. LEWELLYN PRATT, D. D., ... 1865–1869
EDWARD A. FAY, M. A., PH. D., ... 1866
SAMUEL PORTER, M. A., ... 1866

JAMES M. SPENCER, M. A., ... 1867-1873
Rev. JOHN W. CHICKERING, M. A., ... 1870
JOSEPH C. GORDON, M. A., Ph. D., ... 1873
JOHN B. HOTCHKISS, M. A., ... 1891
AMOS G. DRAPER, M. A., ... 1891

LECTURERS.

Hon. JAMES W. PATTERSON, LL. D., ... 1866–1868
Rev. WILLIAM W. TURNER, Ph. D., ... 1865–1878

ASSISTANT PROFESSORS.

JOHN B. HOTCHKISS, M. A., ... 1878–1891
AMOS G. DRAPER, M. A., ... 1878–1891

INSTRUCTORS.

Roswell Parish, B. A , ... 1864–1865
Peter Baumgras, ... 1865–1877
John B. Cundiff, ... 1868–1871
Edward B. Hay, ... 1871–1873
John B. Hotchkiss, B. A., ... 1869–1878
Amos G. Draper, B. A., ... 1872–1878
Arthur D. Bryant, B. Ph., ... 1882
John J. Chickering, B. A., ... 1882–1890
Albert F. Adams, B. A., ... 1891
Charles R. Ely, M. A., ... 1892

Department of Articulation.

PROFESSOR IN CHARGE.

JOSEPH C. GORDON, M. A., Ph. D., ... 1891

INSTRUCTORS.

Mary T. G. Gordon, ... 1891
Kate H. Fish, ... 1891
Charles R. Ely, M. A., ... 1892

NORMAL FELLOWS.

Charles R. Ely, B. A., ... 1891–1892
George R. Hare, B. A., ... 1891–1892
Lawrence O. Vaught, M. A., ... 1891–1892
Guy M. Wilcox, B. A., ... 1891–1892
Joseph A. Tillinghast, B. S., ... 1891–1892
Wirt A. Scott, B. A., ... 1891–1892
Percival Hall, B. A., ... 1892
John F. Bledsoe, B. A., ... 1892
Andrew P. McKean, B. A., ... 1882
Tunis V. Archer, B. A., ... 1892

NORMAL STUDENTS.

Annie E. Jameson, ... 1891–1892
Thomas S. McAloney, ... 1892
Della Bartoo, ... 1892

Faculty of the Kendall School.

(The Primary Department.)

SUPERINTENDENT.

EDWARD M. GALLAUDET, ... 1857–1864

PRESIDENT.

EDWARD M. GALLAUDET, LL. D., ... 1864

PRINCIPAL.

JAMES DENISON, M. A., ... 1870

INSTRUCTORS.

James Denison, M. A., ... 1857
Maria M. Eddy (of the blind), ... 1857–1860
Fannie Brooke (of the blind), ... 1858–1860
Mary T. G. Gordon (of the blind), ... 1860–1865
Mary T. G. Gordon (of the deaf), ... 1865
Melville Ballard, M. S., ... 1860
Peter Baumgras, ... 1861–1877
William E. Ijams, M. A., ... 1863–1864
Roswell Parish, Jr., B. A., ... 1863–1865
Joseph H. Ijams, B. A., ... 1864–1866
Samuel A. Adams, ... 1864–1866
Elizabeth L. Denison, ... 1866–1868
Rev. John W. Chickering, M. A., ... 1870–1877
Wilbur N. Sparrow, B. A., ... 1877–1880
Theodore A. Kiesel, B. Ph., ... 1880
Eliza B. Davis, ... 1882–1884
Sarah H. Porter, ... 1884
Kate H. Fish, ... 1891

Domestic Department.

FAMILY SUPERVISORS.

JOSEPH H. IJAMS, B. A., ... 1865–1866
WILLIAM L. GALLAUDET, ... 1868–1870
JOHN B. WIGHT, ... 1877–1890
WALLACE G. FOWLER, ... 1890

MATRONS.

Mrs. Thomas H. Gallaudet, ... 1857–1866
Eliza A. Ijams, ... 1866–1867
Sarah A. Bliss, ... 1867–1868
Anna A. Pratt, ... 1868–1882
Ellen Gordon, ... 1882

ASSISTANT MATRONS.

Sophia G. Hunter, ... 1860–1865
Eliza A. Ijams, ... 1865–1866
Anna A. Pratt, ... 1866–1868
Elizabeth L. Denison, ... 1868–1875
Margaret Allen, ... 1875
Alice J. Bishop, ... 1887–1889

ATTENDING PHYSICIANS.

ALEXANDER Y. P. GARNETT, M. D., ... 1857-1861
NATHAN S. LINCOLN, M. D., ... 1861–1886
FRANCIS B. LORING, M. D. (oculist and aurist), ... 1880-1892
ALEXANDER Y. P. GARNETT, M. D., ... 1886–1888
D. KERFOOT SHUTE, M. D., ... 1888

CONSULTING PHYSICIAN.

NATHAN S. LINCOLN, M. D., ... 1886

MASTERS OF CABINET SHOP.

WILLIAM TOOHY, ... 1862–1862
JOHN R. WRIGHT, ... 1862-1864
ALMON BRYANT, ... 1869

FARMER AND HEAD GARDENER.

EDWARD MANGUM, ... 1890

Officers for 1893.

CORPORATION.

PATRON.

BENJAMIN HARRISON, President of the United States.

PRESIDENT.

EDWARD MINER GALLAUDET, PH. D., LL. D.

SECRETARY.

JOHN B. WIGHT, ESQ.

TREASURER.

LEWIS J. DAVIS, ESQ.

DIRECTORS.

HON. JOSEPH R. HAWLEY, Senator from Connecticut.
HON. JOHN J. HEMPHILL, M. C. from South Carolina.
HON. NELSON DINGLEY, JR., M. C. from Maine,
Representing the Congress of the United States.
HON. HENRY L. DAWES, of Massachusetts.
HON. WILLIAM E. NIBLACK, LL. D., of Indiana.
REV. BYRON SUNDERLAND, D. D.
HON. JOHN W. FOSTER.
HON. J. RANDOLPH TUCKER.
JAMES C. WELLING, LL. D.

COLLEGE FACULTY.

EDWARD M. GALLAUDET, PH. D., LL. D.,
President and Professor of Moral and Political Science.

EDWARD A. FAY, M. A., PH. D.,
Vice-President and Professor of History and Languages.

SAMUEL PORTER, M. A.,
Emeritus Professor of Mental Science and English Philosophy.

REV. JOHN W. CHICKERING, M. A.,
Professor of Natural Science.

JOSEPH C. GORDON, M. A., PH. D.,
Professor of Mathematics and Chemistry.

J. BURTON HOTCHKISS, M. A.,
Professor of History and English.

AMOS G. DRAPER, M. A.,
Professor of Mathematics and Latin.

CHARLES R. ELY, M. A.,
Instructor in Mathematics.

ALBERT F. ADAMS, B. A.,
Instructor in Gymnastics.

ARTHUR D. BRYANT, B. PH.,
Instructor in Drawing.

DEPARTMENT OF ARTICULATION.

JOSEPH C. GORDON, M. A., PH. D.,
Professor in Charge.

ASSISTANTS.

Normal Fellows.—PERCIVAL HALL, B. A., Harvard, 1892.
JOHN F. BLEDSOE, B. A., Howard, Ala., 1892.
ANDREW P. MCKEAN, B. A., Williams, 1892.
TUNIS V. ARCHER, B. A., Hanover, Ind., 1892.

Instructors.—MARY T. G. GORDON.
KATE H. FISH.
CHARLES R. ELY, M. A.

Normal Students.—THOMAS S. MCALONEY, Science School, Belfast, 1889.
DELLA BARTOO, Illinois.

FACULTY OF THE KENDALL SCHOOL.

EDWARD M. GALLAUDET, PH. D., LL. D.,
President.

Instructors.—JAMES DENISON, M. A., Principal.
MELVILLE BALLARD, M. S.
THEODORE A. KIESEL, B. PH.
SARAH H. PORTER.

Instructors in Articulation.—MARY T. G. GORDON.
KATE H. FISH.

Instructor in Drawing.—ARTHUR D. BRYANT, B. PH.

DOMESTIC DEPARTMENT.

WALLACE G. FOWLER,
Supervisor and Disbursing Agent.

D. K. SHUTE, M. D.,
Attending Physician.

N. S. LINCOLN, M. D.,
Consulting Physician.

MISS ELLEN GORDON,
Matron.

MISS MARGARET ALLEN,
Assistant Matron.

ALMON BRYANT,
Master of Shop.

EDWARD MANGUM,
Farmer and Head Gardener.

The Alabama Institute for the Deaf,

TALLADEGA, ALABAMA,

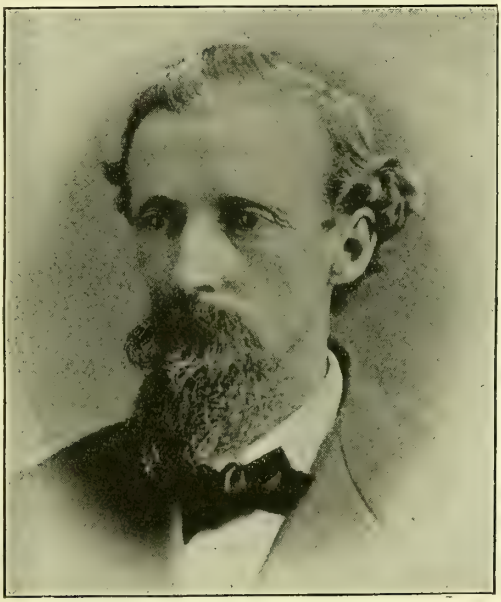
1858–1893.

By J. H. JOHNSON, Jr., M. A.,

Assistant Principal of the Institute.

THE ALABAMA INSTITUTE FOR THE DEAF.

This Institution was opened October 4, 1858, at Talladega, Alabama, in an imposing and capacious structure, three and a half or four stories high, erected by Clinton Lodge, No. 28, of Free Masons, and in use formerly by that order as "The East Alabama Masonic Female College." The corner-stone was laid April 12, 1850. The original cost was $27,000.



JOSEPH H. JOHNSON, M. D.

The first and, up to the present time, the only principal was Dr. J. H. Johnson, a graduate of the Medical School of Philadelphia, who had been for several years connected with the Georgia Institution. Dr. Johnson has always discharged the delicate and responsible duties imposed upon him in the administration of this humane and beneficent public work in a manner most creditable to himself and advantageous to the State.

A school had been started in Alabama a few years earlier by a deaf-mute instructor, but little is now known concerning it. It had been suspended after a year or two.

In 1860 an act of the general assembly of Alabama, approved January 27, organized and established the Institution at Talladega. The act incorporated the then State Superintendent of Education, and his successors in office, and four other commissioners, to be appointed by the Governor and confirmed by the Senate, under the name of "The Alabama Institution for the Deaf and Dumb," and gave them all the powers necessary to carry into effect the object of the act, which was, primarily, to afford the means of education to the indigent deaf and dumb of the State. The incorporators were, also, empowered to locate the Institution and purchase a site therefor, and to purchase or erect suitable buildings, and the act appropriated $20,000 for that purpose, and the further annual sum of $5,000 for the support of the Institution.

Under the authority conferred by the act of January 27, 1860, the main building of the Institution, with its landed property above mentioned, was purchased.

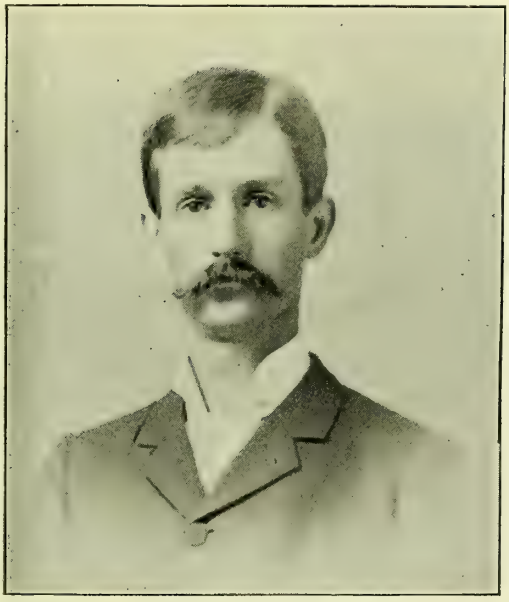
December 8, 1863, an act was approved increasing the annual appropriation to $8,000. By an act approved February 8, 1867, a school for the education of the indigent blind of the State was established, to be conducted within the halls of the institution for the deaf and dumb, and to be under the control of the board of commissioners of that institution, and an annual sum of $2,500 was appropriated for its support. February 11, 1870, an act was approved consolidating these two schools under the name of the "Alabama Institution for the Deaf and Dumb and the Blind;" and the Governor, *ex officio*, and three other persons to be by him appointed, were added to the number of incorporators, and the annual appropriations for its support increased to $13,000, and an additional sum of $3,000 appropriated to buy books, apparatus, and musical instruments, and to make repairs. An act approved December 18, 1871, further increased the annual appropriation to $18,000.

By an act approved February 13, 1879, the annual appropriation was decreased to $15,000.

February 17, 1885, an act was approved making it the duty of the board of commissioners to employ a competent teacher

of articulation for the Institution to teach orally such of the pupils as may be beneficially taught by that method, and to provide suitable appliances for that purpose, and also to appoint an oculist for the Institution, and the act made an additional annual appropriation of $3,000 to carry the act into effect.

February 19, 1887, an act was approved establishing a separate Institution for the blind, and by an act, approved Febru-



J. H. JOHNSON, JR., M. A.

ary 28, 1887, the name of the Institution was changed to the "Alabama Institute for the Deaf." The act of February 28, 1887, changed also the mode of appropriation for the support of the Institute, and appropriated, in lieu of all other appropriations, the annual sum of $217.50 for each pupil therein.

February 4, 1889, an act was approved establishing a mechanical and industrial department in the Institute, and appropriating $5,000 to erect and equip a suitable building for such department.

Under the act of January 27, 1860, as amended by the several acts above referred to, the Governor, the Superintendent of Education, and nine other persons, who are appointed by

the Governor and confirmed by the Senate, and who hold office for six years, are made a body corporate under the name of the "Alabama Institute for the Deaf," and constitute a board of trustees, having the entire management and control of the Institution.

The board appoints from its number a president of the board, and also appoints a secretary and a treasurer of the board, and a principal for the Institution, who, with the concurrence of the board, appoints his assistants. The powers of the board may be exercised by an executive committee of three.

The main object of the Institution is to afford the means of education to the indigent deaf and dumb of the State; but those who are not indigent may be admitted into the Institution on paying or securing the payment of all their expenses.

An application for admission must be in writing, sworn to and addressed to the board of trustees, stating the name, age, place of birth, and present residence of the applicant, how long he has been a resident of the State, that he is deaf and dumb, and that he and his family are unable to pay his board and tuition.

If the parents of the pupil are too poor to furnish him with good and sufficient clothing, or he is without parents and is unable to furnish himself with clothing, the probate judge of his county must so certify to the principal, who is required to furnish such pupil with the necessary clothing, at the expense of such county.

A person not indigent, wishing to enter the Institution, must make a written application to the board, stating age, name, residence, and that he is able to pay his expenses while in the Institution.

Both males and females are admitted.

Applicants for admission must be at least eight years of age. None under that age are received without special authority of the board of trustees. The time allowed by law for a pupil to remain in school is eight years, but the board may extend the time.

The school session lasts forty weeks, beginning about September 15th.

Parents and friends may visit the pupils at any time.

The pupils are given a practical English education, the course of study being very much the same as that in the com-

mon public schools of the State, including language, composition, grammar, rhetoric, geography (physical and political), mathematics, physiology, anatomy, natural philosophy, and mental and moral science. In addition the boys are taught general habits of industry; they receive special instruction at the following trades: printing, shoemaking, cabinet and carpenter work, house-painting, vegetable and landscape gardening. The girls are taught housework, plain and machine sewing, dressmaking, cutting and fitting, knitting, crocheting, etc.

The method of teaching is what is known as the "combined"



MAIN BUILDING, ALABAMA INSTITUTE FOR THE DEAF.

method, by which is meant the use of the sign-language and the manual alphabet, as well as oral and aural development.

A principal and three male and four female teachers compose the present corps of instructors.

In its conception, and in fact, the Institute is purely educational, and in no sense a "home" or "asylum" for the destitute.

The number of pupils in the Institute at the present time (1893) is males 45, females 50; total, 95.

The Institute is located in the town of Talladega, in Talladega county, in northeast Alabama. No better place in the State could be chosen for the location of a school of this character, Talladega being notably among the healthiest towns in the State—high above the sea, surrounded by mountains, with air pure and bracing; easy of access, having three lines of railway running into the city, and bringing it within four hours' run of Montgomery and three hours of Birmingham.

Only four deaths have occurred in the Institute since 1857, and in each of these cases there existed in the pupil a chronic or hereditary affection before his entrance into the Institute.

The property of the Institute consists of seventeen acres of land, within the corporate limits of the town, and five substantial brick buildings, two, three, and four stories high.

The grounds are handsomely improved and beautified, and the front yard, containing ten or twelve acres, is set in grass and full of fine forest trees—oak, elm, maple, etc.; in the rear and on either side are play-grounds for the children; also flower and vegetable gardens.

The main building is a four-story brick, with slate roof; in this building are the girls' dormitories, sitting-rooms, sewing-rooms, bath-rooms; in this building, also, are teachers' and officers' quarters, reception-rooms, parlors, etc., the superintendent's office and apartments.

To the right of the main building is the school building, a three-story brick, slate roof. Here are the class-rooms and chapel, and, on the third floor, boys' dormitories and hospital.

To the left of the main building is a three-story brick, slate roof, containing boys' dormitories, study halls, sitting-rooms, and bath-rooms.

In the rear of the main building, and at a little distance from it, is the "Mechanical Department," a two-story brick, with metal roof; in this building we have a steam-boiler and engine to furnish power for wood-working machinery, printing presses, sewing-machines, etc. The printing office, cabinet shop, and shoe shop are all in this building; a steam laundry, perfect in its appointments, occupies one end of the ground floor.

Immediately in the rear of the main building, and connected with it, is a two-story brick, with metal roof, containing kitchen, store-room, bath-rooms, lavatories, etc. There are, in addition to these, several frame buildings on the place, affording room for stables, water-closets, etc.

There are boarding accommodations for 125 pupils.

The value of the property is $75,000.

The Institute is supplied with gas from the city gas-works, and water from the city water-works.

The fire protection is ample, there being two double hy-



SCHOOL BUILDING, ALABAMA INSTITUTE FOR THE DEAF.

drants in the yard, and the school owns its own hose-reel and 500 feet of best three-inch hose, and in term time a fire company, composed of deaf boys, well drilled, gives to all on the place a very satisfactory sense of security from danger by fire.

OFFICERS.

Board of Trustees.

Governor Thos. G. Jones, *ex officio.*

Supt. of Education J. G. Harris, *ex officio.*

William Taylor, T. M. Hobbs,
S. K. McSpadden, T. G. Bush,
H. C. Tompkins, J. B. McMillan,
B. J. Baldwin, G. A. Joiner,
W. H. Burr.

Officers of the Board.

William Taylor, ... President.
J. B. McMillan, ... Treasurer.
J. H. Johnson, ... Secretary.

Executive Committee.

William Taylor, J. B. McMillan, G. A. Joiner.

Auditing Committee.

G. A. Joiner, W. H. Burr.

Intellectual Department.

J. H. Johnson, M. D., *Principal.*

J. H. Johnson, Jr., M. A., *Assistant Principal.*

Teachers.

S. J. Johnson, B. A., Miss A. L. Johnson,
W. S. Johnson, Miss M. E. Toney,
Osce Roberts.

Articulation Department.

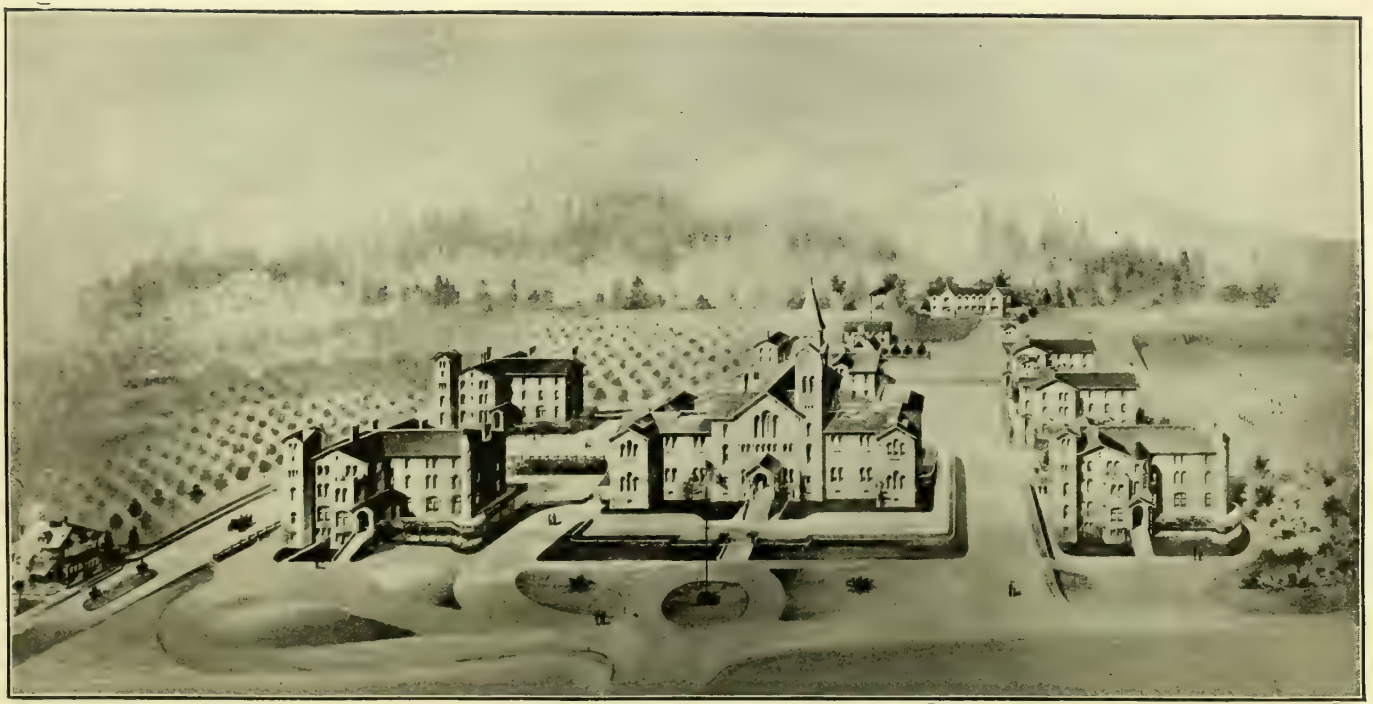
Miss Mary McGuire, Miss Lois Atwood.

Industrial Department.

Osce Roberts, ... Foreman Printing Office.
M. J. Hingle, ... Foreman Carpenter Shop.
Foreman Shoe Shop.
Mrs. J. H. Johnson, Jr., . . Teacher Sewing Class.
Miss A. A. McMillan, . . . Teacher Sewing Class.

Domestic Department.

J. H. Johnson, Jr., . . . Superintendent.
Mrs. J. H. Johnson, Jr., . . Matron.
Miss A. A. McMillan, . . Housekeeper.
Boys' Supervisor.
Miss M. E. Toney, . . . Girls' Supervisor.
Miss Emma Ruppert, . . . Seamstress.
W. G. Davirson, ... Engineer.



CALIFORNIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

The California Institution for the Education of the Deaf and Dumb and the Blind,

BERKELEY, CALIFORNIA,

1860–1893.

By WARRING WILKINSON, L. H. D.

Principal of the Institution.

THE CALIFORNIA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

On the 12th of March, 1860, six ladies met in a room of the old Oriental Hotel in San Francisco, and organized a "Society for the Instruction and Maintenance of the Deaf and Dumb and the Blind." The ladies who originated this movement were:

Mrs. Susan V. Jackson,	Mrs. Elizabeth S. Underhill,
Mrs. Adela A. Taft,	Mrs. Louise Compton,
Mrs. Lizzie M. Battles,	Mrs. Fanny A. Clark.

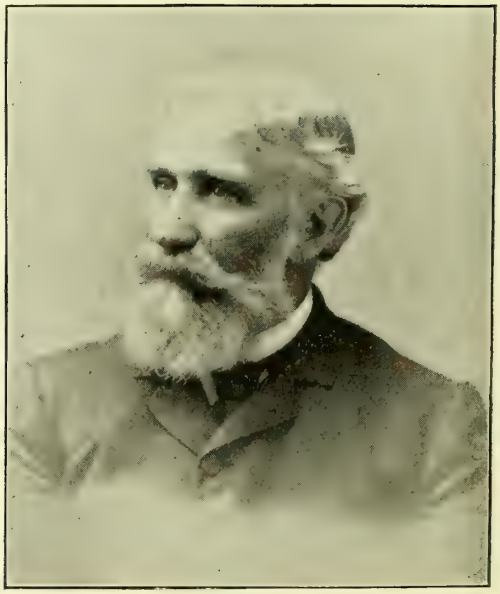
A constitution was presented and adopted; Mrs. Clark was elected president, and Mrs. Underhill was made secretary. It was determined to make application for assistance to the legislature then in session, which application met with a favorable response, and an appropriation of ten thousand dollars for the erection of a building was passed, and provision also made for a certain number of pupils to be supported at the expense of the State. The city of San Francisco gave seven thousand dollars for the purchase of a site on the corner of Fifteenth and Mission streets, and for the improvement of the grounds.

While waiting for the completion of the new building, a house in Tehama street was rented as a temporary home, and there the school was opened on the 1st of May, 1860, with three deaf-mute pupils. Contributions from private citizens, and the proceeds of fairs held by the ladies at various times, sufficed for the running expenses of the infant Institution.

In the following year an additional appropriation of ten thousand dollars was made by the legislature for another dormitory building, with corresponding provision for the support of the pupils. Meantime Mrs. Fanny A. Clark had been appointed principal, in which position she served until the 1st of February, 1865, when she was superseded by Mr. J. M. Francis, who came from the Ohio Institution, and was well qualified for his work; but unfortunately a not over-robust constitution gave way under the exacting and severe strain

laid upon it by the duties of the principalship, and Mr. Francis resigned in a few months.

On the 1st of December, 1865, Mr. Warring Wilkinson, who had been a teacher in the Institution for the Deaf and Dumb in New York city for eight years, took charge of the California school, and has been its principal to the date of the present writing, a period of over twenty-seven years.



WARRING WILKINSON, L. H. D.

Soon after Mr. Wilkinson's arrival a bill was passed by the legislature reorganizing the Institution and providing for the purchase of a new site outside the city of San Francisco, and the erection of a proper building for the needs of the pupils. After careful examination of many pieces of land, the board of commissioners selected a tract of 130 acres in the foot-hills on the eastern side of the bay of San Francisco, directly in front of the Golden Gate. A stone building was erected at the cost of $150,000, and on the 20th of October, 1869, the school was opened in the new quarters. On the 17th of January, 1875, the building was completely destroyed by fire, and

the school was suspended for three months. On the 14th of April it was reopened in a wooden structure erected on the same ground with money loaned until the legislature could make adequate provision for the housing of the Institution.

In the winter of 1876 the legislature made an appropriation of $110,000 for new buildings. Profiting by their sad experience of fire, the directors adopted a plan of segregated structures, which plan has been carried out by the erection of the following buildings:

A central refectory, costing,	$33,000
A school-house and executive building, costing,	85,000
Five "homes," costing each $50,000,	250,000
Principal's residence,	5,000
Laundry and boiler-house,	4,000
Bakery and cooking-school,	5,000
School for mechanic arts,	20,000
Stable,	5,000
Making a total of	$407,000

The roll of pupils has increased with almost mathematical exactness at the rate of five per cent. a year, and contained on the 1st day of January, 1893, 205 pupils, of which 123 are are boys and 82 are girls.

The following gentlemen, whose names are given in order of appointment, have served as directors since the opening of the Institution in 1860:

Frederick Billings, H. P. Janes, James A. McDougall, P. B. Clark, B. H. Randolph, Dr. J. P. Whitney, George Tait, Ira P. Rankin, Joseph A. Benton, William Sherman, A. W. Saxe, (Commissioner) J. Mora Moss, John C. Hays, Charles J. Brenham, I. E. Nicholson, Harry Linden, T. L. Barker, E. J. Crane, L. Hamilton, D. D. Shattuck, John A. Stanly, Thomas Yolland, H. H. Haight, John Garber, Isaac Wormser, George D. Dornin, A. K. P. Harmon, John F. Houghton, E. H. Woolsey, R. A. Redman, George H. Rogers, H. A. Palmer, T. A. Lord, George E. Whitney.

The present board of directors is as follows:

W. C. Bartlett, ... *President.*
J. K. McLean, ... *Vice-President.*

JOHN W. COLEMAN, ...
GEORGE C. PERKINS, ...
WARREN OLNEY, ...
W. L. PRATHER, ... *Secretary.*
WARRING WILKINSON, ... *Principal.*

The executive heads of the Institution since its foundation have been as follows:

MRS. F. A. CLARK, ... 1860–1865
J. M. FRANCIS, ... 1865–1865
WARRING WILKINSON, ... 1865–

The corps of teachers, in the order of appointment, was, on the 1st of January, 1893, as follows:

CHARLES T. WILKINSON, . . Blind Department, 1866.
HENRY FRANK, ... Deaf-Mute Department, 1866.
GEORGE B. GOODALL, . . Deaf-Mute Department, 1873.
THEOPHILUS D'ESTRELLA, . . Deaf-Mute Department, 1876.
MARY A. DUTCH, . . Deaf-Mute Department, 1882.
N. F. WHIPPLE, . . . Deaf-Mute Department, 1886.
THEODORE GRADY, . . Deaf-Mute Department, 1887.
LAURA D. NOURSE, . . . Deaf-Mute Department, 1887.
ROSE SEDGWICK, ... Blind Department, 1887.
CHARLES S. PERRY, . . Deaf-Mute Department, 1887.
LIZZIE MOFFAT, . . . Deaf-Mute Department, 1888.
F. O'DONNELL, . . . Deaf-Mute Department, 1888.
OTTO FLEISSNER, . . Blind Department (Music), 1891.
MARY W. EASTMAN, . . . Blind Department, 1892.
ANNIE ZANDER, . . . Deaf-Mute Department, 1892.
KATE E. WHITAKER, . . . Teacher of Cooking, 1892.

The officers in the various departments at same date were as follows:

I. E. NICHOLSON, ... *Physician.*
E. DOUGLAS KEITH, ... *Clerk.*
MARY J. WISEMAN,
MRS. ALICE F. MUNROE,
MISS M. G. BROWN, ... *Matrons.*
MISS E. HOPCRAFT,
MISS M. HACKENBROCK, . . . *Assistant Matrons.*
C. ALBERS,
EDWARD LOHMEYER, ... *Supervisor.*
CHARLES JENSEN, . . *Foreman in Wood-working Shop.*
E. R. CARROLL, . . . *Foreman in Printing Office.*

The Institution is supported by the State, and offers its benefits free to all deaf or blind children who are of sufficient age and mental capacity to profit by instruction, and whose parents or guardians are residents of California. Pupils from other States and Territories are admitted upon payment of $300 per annum. The appropriation for support for the two years ending June 30, 1893, is $107,000.

The course of study is made to conform as nearly as possible to the curriculum of the common schools of the State. The proximity of the University of California has had a stimulating effect upon teachers and pupils. The college students often engage in friendly athletic contests with the boys of the Institution, and have often been beaten. Nine graduates of the Institution—seven deaf-mutes and two blind—have matriculated at the University.

There is a literary society among the pupils called the De l'Épée Lyceum, which is affiliated with the Lyceum League of America. It is organized and carried on for debate, lectures, and literary exercises, tending to promote the intellectual acuteness of the members, of whom there are forty-five. The officers are as follows:

T. d'Estrella, ... *President.*
Lydia Hatch, ... *First Vice-President.*
Gustave Isert, ... *Second Vice-President.*
Rose Craddock, ... *Secretary.*
William McCarty, ... *Treasurer.*

The society meets every two weeks in the Assembly Hall of the Institution.

For many years there has been a Sunday-school, called the Ephphatha Sunday-school, which has been conducted and managed entirely by the pupils themselves. The superintendent and teachers are elected from the higher classes, and the effect of this responsibility has been most happy. The officers are as follows:

Charles Koch, ... *Superintendent.*
Annie M. Lindstrom, ... *Secretary.*
T. d'Estrella, ... *Treasurer.*

There is also a Young Men's Christian Association. The object is the moral, religious, and intellectual betterment of the members. The association has had set apart for its use

two fine and ample rooms in a building adjacent to the campus. The rooms have been handsomely fitted up, and much good is expected from this nucleus of the Christian life of the pupils.

Though not officially connected with the Institution, the Deaf-Mute branch of the Young Men's Christian Association of San Francisco deserves mention, because its membership is almost exclusively made up of the graduates of this school. It came into official existence January 4, 1884, and is believed to be the first organization of deaf-mutes regularly affiliated with the main association. Elegant rooms have been set apart for its use in the Y. M. C. A. building in San Francisco, and the society is exercising a beneficent influence upon the lives and characters of its members. The officers are:

Theodore Grady,	*President.*
Kossuth Selig,	*Vice-President.*
William H. Winslow,	*Secretary.*
Henry J. McCoy,	*Treasurer.*
Frederick Heckman,	*Sergeant-at-Arms.*

The Institution has a library of about 2,000 volumes, accessible to teachers and pupils. The reading matter is well selected and embraces a wide range of literature in history, biography, travels, belles-lettres, and fiction, which is increasing from year to year as fast as the proceeds of the library fund will allow.

By means of two bequests—one from the late Mr. Robert Durham, of Chico, and one from the late Mr. Louis Strauss, of San Francisco—the Institution has an invested fund of something over fifty thousand dollars, the interest of which is available for aiding deserving pupils or graduates. Five prizes, known as the "Durham Scholarships," have been established, and are awarded to those pupils who are pre-eminent for moral and intellectual worth. The scholarships are awarded by the board of directors upon the recommendation of the principal, and are held for three years, paying fifty dollars, seventy-five dollars, and one hundred dollars for the first, second, and third years respectively. From the same fund, money has been loaned to send young men to Europe for purposes of art culture and for travel; to Johns Hopkins University for higher education, and to the Art School of San Francisco; to purchase pianos for blind graduates who have made the teaching

of music a means of livelihood, and for many other purposes conducive to the welfare of the Institution, its pupils, and graduates. Over twenty-two thousand dollars has thus been expended out of the interest of these two bequests during the last fifteen years, while at the same time the fund itself has increased in value fifteen thousand dollars.

During the scholastic year a paper called the *Weekly News* is published, not so much for the money return as for the practice in type-setting and presswork which it affords to the pupils. The publication began July 1, 1884, in the form of a periodical called the *Pacific Monthly*, which was suspended in December, 1885. On the 12th of October, 1885, a paper called the *Daily News* was begun, which name was changed to the *Evening News* December 16, 1886. On September 10, 1887, this was changed to the *Weekly News*, which has been printed every Saturday since that date to the present time.

From the first of May, 1860, to January 1, 1893, there have been the following admissions:

Deaf,	427
Blind,	177
Total,	604

Of these pupils, 205 are still on the rolls, leaving a total of 399 who have gone out into the world and taken upon themselves the rights and responsibilities of citizenship.

Le Couteulx St. Mary's Institution for the Instruction of Deaf-Mutes,

BUFFALO, NEW YORK.

1859–1893.

By Sister MARY ANN BURKE,

Principal of the Institution.

LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

On the 26th of September, 1853, there was incorporated in the city of Buffalo a society or corporation to be known as the "Le Couteulx St. Mary's Benevolent Society for the Deaf and Dumb," which society was established for benevolent and charitable purposes, and to aid and instruct the deaf and dumb. A copy of the act of incorporation was filed in the office of the Secretary of State on the 1st of October of the same year. The number of trustees or directors of the said society was to be seven. Rt. Rev. John Timon, president, Louis Le Couteulx de Caumont, treasurer, Peter Bede, secre-



MEMORY SKETCH OF FIRST BUILDINGS, 1857.

tary, John Walsh, Thomas Dolan, Daniel Vaughan, and Edwin Thomas, constituted its first board of trustees.

In 1854 Louis Le Couteulx de Caumont, one of the trustees, a distinguished benefactor to charitable foundations in the city of Buffalo, generously presented to the late Rt. Rev. Bishop Timon an acre lot in the city of Buffalo for the purpose of establishing in Western New York an institution for the education of deaf-mutes. Having no building on the lot, nor sufficient means to erect a suitable edifice, the bishop purchased three small frame buildings, which were in the neighborhood, and which he caused to be moved on the lot.

In the year 1857 three Sisters of St. Joseph, who had acquired a knowledge of the sign-language and methods of instruction at the Institution for the Deaf and Dumb at Caen, in France, and who were then in St. Louis, Missouri, consented to come to Buffalo to take charge of the new Institution. They were obliged to immediately open a day-school for hearing children, to enable them to support the house and prepare it for the reception of deaf children.

In October, 1859, the instruction of the deaf was commenced with four girls, who resided in the Institution, and a few boys



SISTER MARY ANN BURKE.

residing in the vicinity attending as day pupils. But as these children were poor, and the Sisters without sufficient means of support, they were obliged to suspend the instruction of this class for a time, and had it not been for the benevolence of the Bishop, whose charity for those afflicted children was unbounded, every idea of its continuance would have been abanboned. He, with his indomitable zeal and courage, in the meantime (in 1861) sent one of the Sisters (Sister Mary Anne Burke, the present principal of the Institution) to the Institution for the Deaf and Dumb in Philadelphia, to become

acquainted with the methods used in that well-known, excellent Institution. This instruction was cheerfully, freely, and gratuitously given by the late A. B. Hutton, then principal of the Institution, in a manner which may be easily understood when it is remembered that his whole life was devoted to the education of the deaf.

But to return to the Bishop: during the time that transpired after the suspension of instruction he had erected a brick building, four stories and basement, twenty-eight by thirty-four feet, affording, at that time, spacious sitting-rooms,



MAIN BUILDING, LE COUTEULX ST. MARY'S INSTITUTION FOR DEAF-MUTES.

sleeping-rooms, dining-rooms, kitchen, etc.; the frame houses were converted into class-rooms.

In November, 1862, the instruction of the deaf was resumed with more cheering prospects. There were eleven pupils at the end of the first year.

In 1866 the east wing was erected, forty-two by fifty-four feet. At that time the boys were admitted as boarders.

In 1871 the west wing was added, forty-two by fifty-four feet; also the west end, twenty-eight by seventy-two feet. The chapel, boys' school-rooms, play-room, and dining-room are in this building.

In 1876 a two-story brick building was erected at the northwest corner of the lot. This building contains stable, laundry, printing office, and sleeping-rooms for men employed on the premises.

In 1878 there was built to the rear of the centre building an addition, extending back thirty-four by thirty-four feet; in height, four stories, with basement. This addition afforded two more dormitories, teachers' dining-room, sitting-room, and kitchen.

In 1880 the east end, thirty by seventy-two feet, was built, thus



BRANCH BUILDING, LE COUTEULX ST. MARY'S INSTITUTION FOR DEAF-MUTES.

finishing the plan of the Institution, and making a front of one hundred and seventy feet. The girls' dining-room occupies the basement. The first floor is used for assembly hall and girls' play-room. The girls' class-rooms are on the second floor, and the third and fourth floors are laid out in dormitories, bath rooms, etc. New porches were built connecting the west end and centre buildings in the rear, and outside stairs were put up for the boys' use. The old hot air furnaces were removed and apparatus for steam-heating introduced throughout the entire building.

In 1883 twenty-three and a half acres of land were purchased

at a cost of $30,000. This property is about two and a half miles from the main Institution, but is easy of access by electric cars. There was a frame building on the place to which an addition was built in 1884, and to which, in December of that year, thirty boys under twelve years of age were transferred. This building is heated by steam also. During the same year a workshop for the boys employed at tailoring, shoemaking, and carpenter work was erected adjoining the rear of the west-end building, consisting of two stories and basement. Since that time no new buildings, except a frame barn built on the farm in 1892, have been erected, but constant repairs have been needed to keep the buildings in good condition. Inside blinds have been furnished throughout the main building, and several improvements and changes have been made in the arrangement of office, library, reading-rooms, art room, etc. The sleeping-rooms of the pupils are furnished with hardwood bedsteads, woven-wire springs, and hair mattresses. In the girls' department each bed is curtained off with light muslin curtains, which are tied back with pretty bands during the day. Everything is as homelike as it is possible to have it in an Institution.

The Institution has expended for buildings and grounds nearly $110,000. No appropriation has ever been received for this purpose. The present valuation of property is about $154,560, on which there is an indebtednesss of $9,000. There is, besides, other indebtedness amounting to about $6,000, making a total indebtedness of $15,000.

There was no permanent means of support until the year 1871, when the law relating to the "education and maintenance of deaf children under twelve years of age" was amended, so that this Institution was privileged to receive such children as county beneficiaries. In 1872 the legislature of the State of New York extended the benefits of the law, for this class of children, as State pupils, to the Institution. Previous to that time the Institution had to rely on what parents and friends could pay, the Sisters making up for the deficiency by calling on the charity of the public; receiving donations of food, clothing, etc.; frequently getting up bazaars, concerts, lectures, etc.; as also teaching hearing children, and contributing their own funds and means of support to the advancement of the Institution.

The following table will show the growth in numbers, as the Institution became known:

Year.	Number.	Year.	Number.	Year.	Number.
1862–3	11	1872–3	84	1882–3	167
1863 4	14	1873 4	94	1883–4	167
1864–5	19	1874–5	90	1884–5	150
1865 6	31	1875–6	100	1885–6	160
1866 7	36	1876–7	132	1886–7	156
1867–8	48	1877–8	136	1887–8	157
1868–9	52	1878–9	131	1888–9	164
1869 70	66	1879–80	130	1889–90	158
1870 1	66	1880–1	131	1890–1	141
1871 2	74	1881–2	150	1891–2	152

The whole number of pupils connected with the school to January 1, 1893, was five hundred and thirty-two. Of this number, one hundred and thirty-one are still in the Institution.

The method of instruction pursued in the beginning was the manual or sign method, the one in general use in all the American schools at that time. The one now used is the "combined," or American method. This method enables us to reach all grades of mental ability, and give to each child as much instruction as his mental capacity will allow. The school is for the deaf as a class, not solely for the specially gifted among them. As among hearing children, so among the deaf, there are various degrees of intelligence; some possessing brilliant minds and quick perceptions, while in others natural dullness and slowness in seizing, and difficulty in retaining impressions from without, are still further heightened by their infirmities. The former class, by reason of superior mental endowments, soon acquire a knowledge of written language, and facility in expressing their thoughts by means of it. They, moreover, seize the ideas of their teacher in regard to articulation, and take pleasure in learning to speak and read from the lips. The latter, on the contrary, master the rudiments of knowledge with difficulty, and only after the most persevering efforts on the part of the teacher. Signs are used by the teacher to illustrate and impress an idea the more forcibly. They are used as a *means* of instruction, never as an *end*. They are a dictionary, as it were, for the deaf pupil, until he has acquired a vocabulary sufficient to be able to use one word in defining another. One great aim of the school-room work from the first was to impart to the

pupils a knowledge of the English language, so that they might be able to write and understand it correctly. To this end language lessons have formed an important part of daily instruction. The teachers seek, as far as possible, to adapt their methods to the evident requirements of the pupil, without regard to general theories on the subject. Written language, the manual alphabet (by which sentences are spelled out by letter, in the same way as in writing), and oral dictation are used constantly, to enable the pupil to master the English language, the attainment of which is the constant aim of the teacher. As soon as the pupils are able to write and understand sentences, to describe objects and actions correctly, they are allowed to take up arithmetic, geography, history, etc., using the same text-books as are used in the city schools.

Articulation or "improved instruction" having been introduced into several of the schools for the deaf, this Institution was one of the first to adopt it. For that purpose, in 1873, two of the teachers attended the School of Oratory in Boston, and were trained in "visible speech" by Prof. A. G. Bell. On their return, speech was taught to all the pupils who were capable of receiving such instruction. The other teachers took up the study of "visible speech," and the same year Miss Locke, of the Boston University School of Oratory, one of Prof. Bell's students, gave them a course of lessons on the subject at the Institution. In 1884 two of the most experienced teachers spent three months at a training school for articulation teachers in Philadelphia, which was conducted by Miss Emma Garrett, then principal of the oral branch of the Philadelphia Institution. Much of their time was spent in the class-rooms observing methods, etc.; thus they obtained a systematic training in both the theory and practice of articulation teaching. They also attended the Convention of Articulation Teachers of the Deaf, held at the Institution for the Improved Instruction of Deaf-Mutes, in New York city, in June of the same year. In 1888 and 1889 oral schools for the deaf at New York, Philadelphia, Boston, and Northampton were visited by several of the teachers.

Earnest and persistent endeavor is made to teach every pupil to speak and read from the lips. For a number of years speech was taught through Bell's visible-speech symbols, but gradually they were dropped, as it was found that the pupils

could acquire speech as easily by the German method, or method of imitation, in which the pupil is taught by watching the speech of the teacher to speak the words thus presented. Charts prepared by the teachers, with diagrams of the vocal organs for the principal elements of speech, with the corresponding letter and symbol written under each, have been a help to the older pupils in acquiring speech. Individual drill with each pupil before a mirror fifteen by twenty-two inches enables the pupil to adjust his vocal organs in uttering sounds while watching those of the teacher. In this way he learns the correct positions, and by practising with a hand-mirror he has very little difficulty in recognizing the same words on the lips of others. Daily breathing exercises, articulation and lip-reading drill, and oral reading are also given.

A knowledge of Bell's visible speech system is very necessary for the teacher, as it takes one to the root of all language—the mechanism of speech. All our teachers are familiar with this system. A number of adult deaf, who lost hearing and who came to the Institution for private lessons, have been greatly benefited by it.

There are twelve teachers, including the principal, in the educational department. We have associated with us in our work such persons only as by education and practice are qualified to undertake the several duties assigned them.

The older boys spend four hours daily in the class-room, one hour at evening study, and about three and a half hours in the shops. The older girls assist with the house-work until eight o'clock, then spend two hours in the sewing-room, four and a half hours in the class-room, and one hour at evening study. The younger pupils, both boys and girls, spend five hours in the class-room.

Two examinations are conducted by the principal annually—one in January and the other at the close of the term in June. Certificates of promotion are given to those who pass the examination in the grade work assigned them. The grade work of the city schools, with slight variations, has been adopted for the advanced classes.

A number of pupils receive systematic instruction and training in the art department. Drawing from copies and objects is taught throughout the school.

The class-rooms are well furnished with wall slates, maps, charts, etc., of every available use. There is in each of the primary departments a large collection of objects.

In 1889 two reading-rooms were fitted up, and a well-filled book-case of suitable books provided for each. The pupils are encouraged in every way possible to improve themselves by reading, and the reading-rooms are very much appreciated by them.

As time advanced, the necessity of teaching trades became obvious. In 1874 the boys were taught chair-caning, and the girls different kinds of needle-work, for an hour or two each day. In 1876 tailoring and dressmaking were introduced. In 1877 shoemaking was added, and a practical shoemaker was employed to take charge of the class. After two years, shoemaking was discontinued, but in 1884 was again resumed. All the clothing and shoes required by the pupils are made in the Institution.

In 1878 a number of pupils, who manifested sufficient aptitude, were instructed in type-setting by an experienced printer, assisted by one of the Sisters, herself a practical printer. They made rapid progress, and it was soon discovered that their labor could be utilized for their own benefit and that of the Institution. The Catholic Publication Company of Buffalo kindly gave them the printing of the *Union and Times*. They employed a foreman, furnished their own press, type, etc.; the Institution supplied the room, steam-power, and compositors, and received therefor a remuneration. Work on such a large paper, with an extensive circulation, published on the premises, gave the pupils a thorough knowledge of the business on a larger and more elevated scale than they could have obtained on a small, Institution paper. In 1884 the printing of the *Union and Times* was withdrawn. In March of the following year the Institution purchased new type, press, etc., and began the publication of a twelve-page weekly magazine, entitled the *Le Couteulx Leader*. This magazine was dedicated "to the memory of the Abbe de l'Épée, to whose charity we owe the first perfected system for the education of the deaf." The pupils evince great interest in it, and much enjoy the privilege accorded the most proficient of contributing to its pages. In 1889 the *Leader* was enlarged to sixteen pages.

Printing is a valuable auxiliary in the education of those employed at it. They learn a good trade, and, moreover, acquire in the very act of practising it much valuable information and an increased knowledge of language. A number of

former pupils have entered upon steady and remunerative employment in newspaper and job-printing offices near their homes in Buffalo, Niagara Falls, Rochester, Albany, New York, Philadelphia, and other cities.

Cooking was added to the list of girls' industries in the spring of 1889, and a kitchen was fitted up for the purpose. Bread-making, the cooking of meats and vegetables, and pastry cooking are taught.

Wood-carving was introduced on a small scale in 1891. Some of the older boys assist the carpenter in making repairs, but there has not been a special instructor for this work.

The industrial department has been carried on under competent instructors, with a view to cultivating industrious habits, and teaching such trades as will enable the pupils to secure employment at or near their own homes. There are at present seven instructors in this department. Pupils of proper age and sufficient ability should be instructed in some line of daily employment so as to educate them to pursue some avocation by which they may be able to make an honorable living in after life. Many of the pupils evince a great eagerness for this instruction, and show great earnestness in their work, knowing well that the discipline of hand, eye, mind, practical judgment, and the formation of industrious habits thus acquired will be of inestimable value to them. Efforts have been made from year to year to develop and perfect this department, always, however, giving the pre-eminence to the intellectual training of the pupils, which is, after all, the main object.

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Sister M. Thomas,	In Charge of Tailor Shop.
Mr. Frank Smith,	Tailor.
Sister M. Emerentia,	In Charge of Printing.
Sister M. Leona,	In Charge of Dressmaking.

HISTORY OF THE

KANSAS · INSTITUTION

FOR THE

EDUCATION · OF THE · DEAF · & · DUMB

To 1893.



Printed by Pupils in the Printing Department of the Institution.

Olathe, Kansas, 1893.

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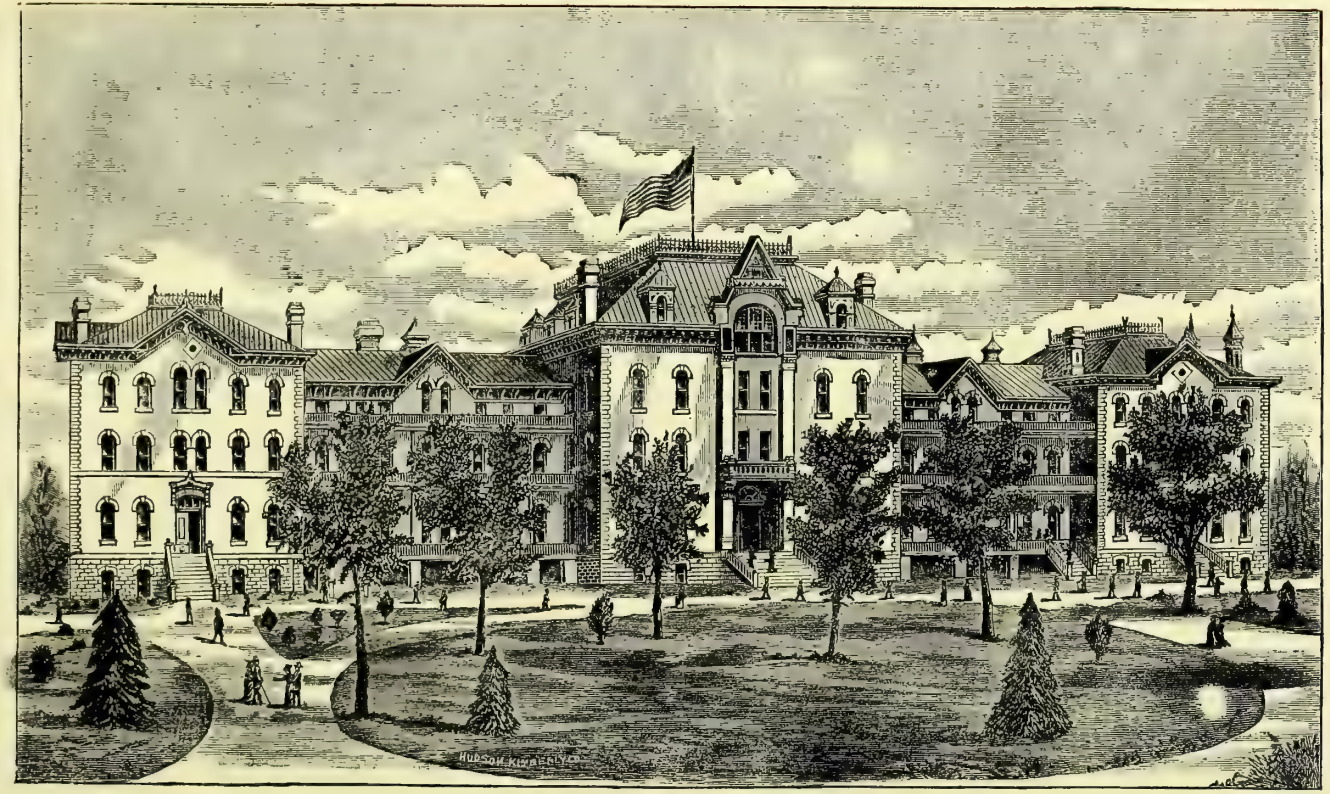
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Homer Bodley,.....Supervisor of Boys.
Myrtle Ellis,.....Supervisor of Girls.
David Bodley,.....Night Watchman.
Grace Bauman,.....Visitors' Guide.
Josie Moore,.....Nurse.

Thomas Hamill, M. D., Attending Physician.



Kansas Institution for the Education of the Deaf and Dumb, Olathe, Kansas, (Front View.)



S. T. WALKER, M. A., Superintendent,
Kansas Institution for the Education of the Deaf and Dumb.

HISTORY OF THE

KANSAS INSTITUTION

FOR THE

Education of the Deaf & Dumb,

BROUGHT DOWN TO 1893.

BY S. T. WALKER, SUPERINTENDENT.

To properly tell the history of a great educational institution intertwined with the formation and growth of which are the best years and energies of scores of men and women who have been authoritatively connected therewith in various capacities, would be to write the biographies of these human lives, for, though sometimes lost sight of, the fact remains that our noblest institutions are but the material embodiment of human endeavor, human energy, human aspirations, human sentiment, human fortitude and human grace. Most interesting indeed would this historical sketch be, were it a symposium of reminiscences from the pens of predecessors, giving instead of bare facts, a detailed recital of vivid events connected with the germination, the nurture and the growth of what has come to be, and justly, an institution which is looked upon with state pride. But this sketch is limited and its purpose is more for collecting and recording a few of the earlier data, and at the same time renewing the acquaintance of dusty files by extracting therefrom a few of the connecting links that join the past with the present.

"The end is in the beginning.
From small things, great things grow."

Some years ago the answer to the question, who was entitled to the honor of having first commenced instructing the mutes in Kansas was problematical. To settle this the late Louis H. Jenkins mounted his horse and visited the parents of several of the mutes who attended the pioneer school, which enabled him to put at rest all doubt as to that matter.

This honor belongs to Mr. Philip A. Emery, a deaf, but not mute gentleman, who had previously taught in the deaf and dumb institution at Indianapolis, and who was later at the head of the several day schools for mutes in Chicago, Ill.

Mr. Emery came to the state when it was yet a Territory—1860—and passed through the great drouth and famine of that year, and, according to his own statement, came near starving to death. He got down so poor that he had not even the wherewith to purchase a spool of thread to mend his family's clothes, and the merchant of his town refused to credit him even to that extent, but such a deplorable state of affairs did not last always, for, by indomitable perseverance which has always characterized the man, he pulled through, and was some time afterward offered almost unlimited credit by this same merchant; and be it said to his honor, the offer was politely declined.

In the archives of the State Historical Society is deposited a copy of the first circular issued by Mr. Emery. It is bound in the catalogue for 1862-3 of Baker University and if not officially connected with that institution the young School for the Deaf was evidently the recipient of favors from it. The title page and some extracts from the circular read as follows:

Behold The Educational Miracle Of The 19th Century!

THE DEAF HEAR, THE DUMB SPEAK, AND THE BLIND SEE.

Kansas Deaf-Mute Institute.

OFFICERS OF THE INSTITUTION.

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TO THE PARENTS AND FRIENDS OF THE DEAF MUTE:

We have opened a school for instructing the Deaf Mutes of Kansas, and also Nebraska, New Mexico, Colorado, and Indian Territory, at Baldwin City, Douglas Co., Kansas. Baldwin City is located on the great Santa Fe road, fourteen miles (a little southeast) from Lawrence.

The location is beautiful and healthy, has a large stone college, with good moral society and other advantages &c. We therefore respectfully appeal to every parent and friend of the unfortunate mute who may read this circular that has any mute or who may know or hear of any in his neighborhood, to see that the same are sent to school. Mutes be-

tween the ages of ten and twenty one can now be placed under good instruction at home.

* * * * * *

This is not an Asylum, but a school for educating the deaf and dumb—a place for enlightening their benighted minds with the light of Science, Religion, Art, &c., and thereby enabling this unfortunate class of the human family to secure that blessing we enjoy—*education*.

* * * * * *

We will now let Mr. Emery tell about the first years of the school in his own way.

"After a good deal of persuasion on the part of Mr. Jonathan R. Kennedy, who had the misfortune to have three deaf children, and who posted off to see us, "the new comer," who lived in a shanty away out in the middle of "Waukarusa bottom," just south of Lawrence, Douglass Co., Kansas; we concluded to open a private School for the deaf. Being assured by Mr. Kennedy, who was an old settler that he knew of two or three more deaf children in the same county, whose parents were anxious to send their deaf child to school, but could not afford to send to school in other states miles away.

This was in the summer of 1861. The country being new, the state very poor and the "border war," which was the prelude of the civil war, had unsettled the new country to such an extent that "barter" was more the prevailing currency than money Hence, we had to take trade, such as corn, bacon, flour, sorghum, potatoes, cabbage or whatever the parents of the deaf had to spare at the full market price, to offset our charges of $2.50 per week for board and tuition !

After concluding to open a school for the deaf, with no idea that it would in time rank as it now does second to none as an established state school, we started on foot to Baldwin City, some ten miles south of us to see if we could rent a cheap place, as rent in Lawrence was too high for us, although it was the better place of the two for such a school.

At Baldwin City we found a little one-story frame house of two rooms and an attic at the rates of $5.00 per month. We moved into the house; fixed up a board table, got some old chairs, used pie pans for plates, tin cups for teacups, got

straw ticks filled and placed these on the floor for beds up in the garret and then we were ready for business—school!

From Mr. Kennedy's representations we were led to believe that we could get quite a number of deaf children. To make sure of this we advertised in the papers, and issued circulars to postmasters and others in the State.

To the notice and circulars sent out, we had the cheering consolation of receiving not a single reply! Although the advertisement was dated Oct. 9th, 1861. No one of those we had been promised put in an appearance till Dec. 9th, 1861 when the one we were not certain of came--Miss Elizabeth Studebaker, and with her came a ham, some butter and eggs, and in a week or so a big wagon load of corn in the ear, to pay for board and tuition! The corn was dumped in a corner of the yard on the ground, where neighbors' chickens and pigs and rats found a ready access to it for there was no demand in the village for it at any price and no use to us as we had no horse, no cow, no pig nor even chickens out of which to get even 10 per cent of what we had to allow for it.

Thus we were forced to open school with only one pupil instead of 8 to 10 as we had planned and expected, and this, two long months after the date of our advertisement. The poor house was more plainly in the distance than the present flourishing mute school, whose corner stone was that single little mute girl. On Dec., 29th 1861, one of the three Kennedy deaf children (Matilda) came to school: On Jan., 15th, 1862 Miss L. F. E. Pinneo, formerly a pupil at Jacksonville, Ill. came. April 20th, 1862, Miss Louisa Neal came, and then June 13, 1862 Miss Josephine Robinson making in all just 5 pupils for the first school year.

The attempt of a poverty-striken deaf man to help his class of unfortunates to an education and the condition of the school appeared to the people as novel in the extreme; so much so that Rev. Mr. Johnson, unknown to us, went before the State Legislature and pleaded our cause and case and succeeded in getting a small appropriation for the year 1862 and '63. But the proviso restricted us to so much per week

per pupil for actual attendance for board and tuition, that the small number of pupils prevented our getting the benefit of it all. This was also true as regards the small appropriation made Feb. 1864. Besides, we had to take our pay in *State scrip!* on which we had to discount 25 to 35 per cent! except one piece which Gov. Robinson volunteered to take at 5 per cent off. Of the appropriation for 1864, we only got what was due us from January to July of that year. Out of all this nothing was left for myself and Mrs. Emery for our service.

In the early part of 1863 we had a public meeting called to appoint a local Board of Trustees in order to draw public attention and interest to the school. The meeting appointed Rev. Dennis Willey, S. N. Walker, H. Grifferd, C. T. Warren and S. H. Carmean. At the first meeting of their Board Mr. Willey was chosen President and S. N. Walker Treasurer and Secretary. Before the Board's time ran out, a change or two took place in which Mr. S. Shook and Judge W. F. Woodworth came in. (It was due to the latter's efforts as State Senator and Senator Throop of Lawrence that the appropriation for 1864-65 was secured.) Some of the Board meetings were amusing and singular; especially the one held in the loft-garret over Mr. Willey's store with the dignified members sitting around under the rafters on empty nail kegs and empty soap boxes! Mr. Walker, on account of his short stature, was the only one who could stand up to make his motions.

In 1863 Prof. Joseph Mount, a teacher in the Philadelphia Pa., D. & D. Inst., was secured as an assistant teacher at a salary of $600.00 which necessity further embarrassed the financial affairs of the school.

During the pending of the second appropriation for the school, we were called several times to Topeka in regard to the needs of the school; and while there were often asked by members of the Legislature why we opened the school at Baldwin City instead of Topeka. We were assured that if the school was at Topeka it would be better looked after by the state. To this end we opened the school at Topeka in the fall of 1864. And soon thereafter turned it over to Mr. B.

R. Nordyke, at one time a teacher in the Indiana Deaf and Dumb Institution."



PHILIP A. EMERY.
The founder of the Kansas Institution for the Education of the Deaf and Dumb. Born in Ohio, Sept. 12th, 1830 and now residing in Chicago, Illinois.

Thus in the words of the pioneer teacher himself we have a taste of the hardships that attended the "start."

Mr. Nordyke continued the school at Topeka for a few months of the winter of 1865. But succeeding him, it appears, Mr. Mount was again placed in charge and his services compensated by an act of the legislature passed Feb. 10th 1865 when the school was reopened at Baldwin. All this time and till after the school was established at Olathe as a state institution the number of pupils was little more than a dozen.

In these early days there was considerable pulling and hauling between localities for the permanent location of the school. Olathe appearing on the scene as early as 1864. February 15th, 1866 the matter was settled by a bill introduced by Colonel John Burris then Speaker of the House, organizing by law the "Asylum for the Deaf and Dumb" and locating it at Olathe. Colonel Hayes had contracted to provide a building and lease it to the state for a period of five years for three thousand dollars with the privilege of purchasing. Before the lease expired the state had appropriated $15,500 for the purchase of the buildings and grounds and in consideration of that sum paid to Josiah E. Hayes the deed to the state for the property was made March 9th, 1867. The building was of rough stone two stories and a basement and was about 40x60 feet in size. This was a poorly constructed building compared with modern building, the stone being laid up in clay and pointed with cement mortar. It was occupied for the first time about November 17th, 1866, and for the last time in June 1886, rendering service for twenty years Upon taking possession of the then new building, Mr. Thomas Burnsides, of Philadelphia, was appointed Principal and Mr. A. L. E. Crouter teacher. The first Board of Trustees were A. S. Johnson, Pres., of Shawnee Mission, Johnson Co. Frank E. Henderson, Sec. of Olathe, G. H. Lawrence, Treas. of Olathe.

The school had grown up to that time (1867) to about 18 in number. Mr. Burnsides remained only about seven months with the struggling little institution and returned to take his old position as teacher in the Philadelphia Institution taking Mr. Crouter with him. It will be interesting here to note that Prof. Burnsides is still teaching in the Philadelphia Institution and the young man he took with him is now the Principal of the Philadelphia Institution—an institution costing one million dollars having, nearly five hundred pupils and employing thirty-seven teachers. In November, 1867, Mr. Louis H. Jenkins from Illinois became Principal and his wife a teacher. In 1873 the school had grown to a population of seventy-seven and the old stone building was supplemented by a building of brick and stone

45x75 feet. being the extreme east wing of the present structure. That was a very important addition at the time and greatly needed. Mr. Jenkins continued in office for nine years and undoubtedly did a great deal of wise planning for the future of the institution but he was unfortunately hampered at times in the management of the school by a misconception on the part of the framers of the law governing the school dividing up his authority between various heads of departments, which so seriously threatened a disruption of the school that the Board took the law into their own hands deposing two or three of the subordinate heads and giving Mr. Jenkins sole control. For some time the friends of the deposed parties and Mr. Jenkins' friends waged war and there was no end to the local jealousies and bickerings that existed, detracting largely from the legitimate management and control of the school. The final settlement of the matter was brought about by a law being passed prohibiting the appointing of any one upon the Board living in the county where the institution is located. The friends of the institution in Olathe to-day acknowledge the wisdom of the law and the various factions realized soon after that the institution belonged to the State and not to any local faction. So tradition runs.

Prof. Jenkins closed his connection with this institution June 14th, 1876. The school had grown to an enrollment of eighty-six. In that year this "asylum" was placed under the control of a board of five in company with two "insane asylums" and the Blind "asylum." A year or two afterwards the misnomer "asylum" designating this school was dropped and "Institution for the Education of the Deaf and Dumb" substituted, but the classification still remains.

Prof. Jenkins was succeeded by Major Theodore C. Bowles as superintendent, who remained in charge for nearly three years or until his death, Tuesday, April 8th 1879. Mr. Bowles had been laboring under poor health for several months prior to his death and had finally resigned only four days before he died. Mr. Geo. L. Wyckoff, a teacher, was put in charge for the remainder of the term. Mr. Bowles' administration infused business rules into the management of

the institution which it was now beginning to sorely need. Had Mr. Bowles been better informed in this special work and had he been blessed with health his era would have been marked with still more improvement. To this administration should be credited the inception of the industrial department, first in the establishing of a printing office and the weekly school-paper "*The Kansas Star*," and then the shoe-shop. Cabinet-making was started as an industry in the fall of 1878, the last fiscal year of his administration.

While the buildings remained the same as they were when Prof. Jenkins resigned, excepting the small frame buildings erected for the industrial department, yet the method of heating was changed from stoves to steam heat and of lighting from kerosene lamps to gas manufactured on the premises. The office records were also improved, though not perfected. Discipline among the officers and pupils was improved by the placing of *all* persons employed in the institution under the direct control of the superintendent and making the wife of the superintendent, instead of the wife of some other officer, the matron, though this latter had been found to be necessary to domestic harmony in the latter part of Prof. Jenkin's reign.

After the death of Mr. Bowles, the trustees were fortunate in securing a gentleman experienced in the art of teaching the Deaf and in the management and control of a similar institution. Mr. J. W. Parker was appointed, resigning the superindentency of the Michigan institution for the education of the deaf and dumb and commencing his duties here Aug. 15th 1879. During Mr. Parker's administration of nearly a year the lateral wing which now connects the east wing and main building was constructed, though not in time to be of use that year. The water supply which had always been a source of much annoyance was materially improved by enlarging a well and the erection of a windmill to supply a tank in the attic, thus giving through pipes, water service throughout the building.

In the intellectual department Mr. Parker should be credited with introducing, in a limited degree, instruction in articuation and lip-reading to those who were found profited there-

by. The attendance at that time was 109 pupils, 27 of whom were admitted that year for the first time.

On Aug. 1 st. 1880 Mr. Parker resigned, and his successor was W. H. DeMotte, a gentleman ripe in experience as an educator. At the time of his appointment Mr. DeMotte was superintendent of the Wisconsin institution for the education of the deaf and dumb. Mr. DeMotte had also had a successful career as president of a young ladies' college in Jacksonville, Illinois. The two succeeding years which covered Mr. DeMotte's administration were distinguished by a larger increase in numbers than had characterized any previous similar period. The number in attendance rose from 109 to an average daily attendance during the last year of 140. This increased attendance necessitated an increase of teaching force in the literary department to seven teachers where it had been but five.

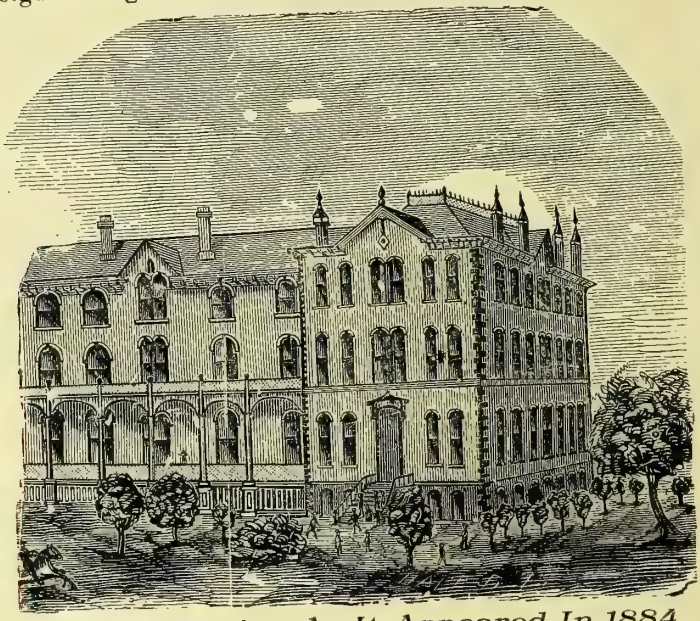
The building operations of these two years were confined to the erection of a one-story brick kitchen and enlarging the wooden shops. Mr. DeMotte however urgently pointed out the needs of more room. The increased room in the shops admitted 12 boys to each of the three industries. His recommendations for increased facilities in the industrial department have been enjoyed by the existing administration but little over a year, the realization coming nearly eleven years after the recommendation—*but it came.*

After the resignation of Mr. DeMotte, Mr Geo. L. Wyckoff was again called to act as superintendent. This was the fall of 1882. The records are so meager (in fact they show almost nothing) that we cannot do Mr. Wyckoff justice, and shall have to be content in saying that the reign was *peaceful* so far as we can ascertain to the contrary, and that is saying considerable!

Mr. Wyckoff's official connection ceased at the end of the year, when Mr. Henry A. Turton's began, i. e. in August 1883.

Mr. Turton had the advantage of having been a teacher in the Iowa Institution several years previous to his appointment and Mrs. Turton was herself a deaf mute. She was at the same time made one of the teachers. The material improvements during Mr. Turton's administra-

tion were quite extensive compared with what had been done for several years previous to his advent. The principal improvement was the erection of the extreme west wing at a cost of $20,000. In addition to this important wing to the main building, a one-story brick boiler house was built, two of the four boilers now in service were purchased and put in place, and the very important improvement of sewerage was completed by securing right of way and laying a mile of sewer pipe to an outlet beyond the city limits. The number of pupils had increased at the close of Mr. Turton's two years reign in August 1885 to 167.



The Institution As It Appeared In 1884.

In August 1885 Mr. S. T. Walker, the present incumbent, was selected as Mr. Turton's successor. Mr. Walker's experience had been principally in the Jacksonville, Illinois Institution for the education of the deaf and dumb where he served ten years, and latterly in the Colorado, Philadelphia and Hartford schools. He resigned his position in the latter school to accept the Kansas superintendency. The delicate task imposed of enumerating the improvements made during

this period will be performed without intentional bias, and, if the list seems longer and if the recital is more in detail the excuse presented will be that the period is the longest, save one, of any of his predecessors and the details are more patent to the writer than those that have had to be delved from records.

The buildings that were in use at the beginning of Mr. Walker's administration consisted of the extreme east wing and a lateral wing; the extreme west wing (without the corresponding lateral wing); the original old stone building (used as school-building and laundry combined!); the one-story boiler-house; and the two wooden shops. The space between the two wings was 125 feet. The first year 60 feet of that was filled by the erection of the lateral wing extending eastward from the extreme west wing and corresponding with the lateral wing joined to the extreme east wing. A second story was added to the boiler house and a two-story addition added. The laundry consisting of wash-tubs and rubbing boards and a hand-washing-machine, was transferred to the second-story built over the boiler house, and modern steam laundry machinery purchased; a 100 ft. high brick smoke stack was built to take the place of a diminutive iron smoke pipe, a new stone gas house built; inside closets substituted for outside ones; and the old original stone building which had finished its usefulness was razed to the ground.

The third year completed the central portion of the main building, filling up the space completely between the wings and presenting the building as it appears in the accompaying cut. On the north of this new central building was built a two-story addition 50x100 feet, the lower story for kitchen, store-rooms and clerk's office and the upper story for one large dining-room, light and airy, capable of seating 375 to 400 people; two additional steam boilers were purchased and the whole heating and lighting system connected by a large tunnel between the boiler-house and main-building; walks laid out on front grounds and trees planted.

The sixth year gave a rotary baker's oven and the Baker's trade was added.

The seventh year witnessed the building of the long-desir-

ed industrial building 40x140 ft., two stories, stone and brick; a new conservatory for flowers, an ice-house and a coal-house extension; and a 1000 barrel cistern to furnish through a tank, soft water to laundry.

The eighth year furnished the cabinet shop with steam power machinery.

The trades added have been, Baking, supplying a trade to twelve boys, Harness-making, a new trade not taught in any other institution of this kind supplying ten boys, besides greatly increased facilities in the printing office, cabinet shop and shoe shop. Besides the regular sewing that has always kept the girls busy there has been formed a class of twenty-five young ladies receiving regular systematic lessons in dress cutting and fitting according to scientific rules.

Starting with the first year of this administration there has grown up an Art Department, furnishing opportunity for development of talent in that direction to some forty youth of both sexes. A Library, now numbering about 1700 volumes was also collected, over $1000. having been expended in the purchase of books. A course of study has been adopted; teachers' association formed; four stated annual normal teachers' institutes held; four literary societies formed among the students; athletic and gymnastic clubs formed with evi dent improvement in carriage and gait of the deaf.

The increase in attendance has been quite large, there having been 167 at the beginning of this administration as against 261 at the present time.

The total number of pupils up to this date that have received instruction at this school is 716.

Attention is called to the tables accompanying showing the attendance by years so far as our records indicate, and lists of officers of the various societies, also to the list of names of those connected as officers with this institution during its history

SOCIETIES.

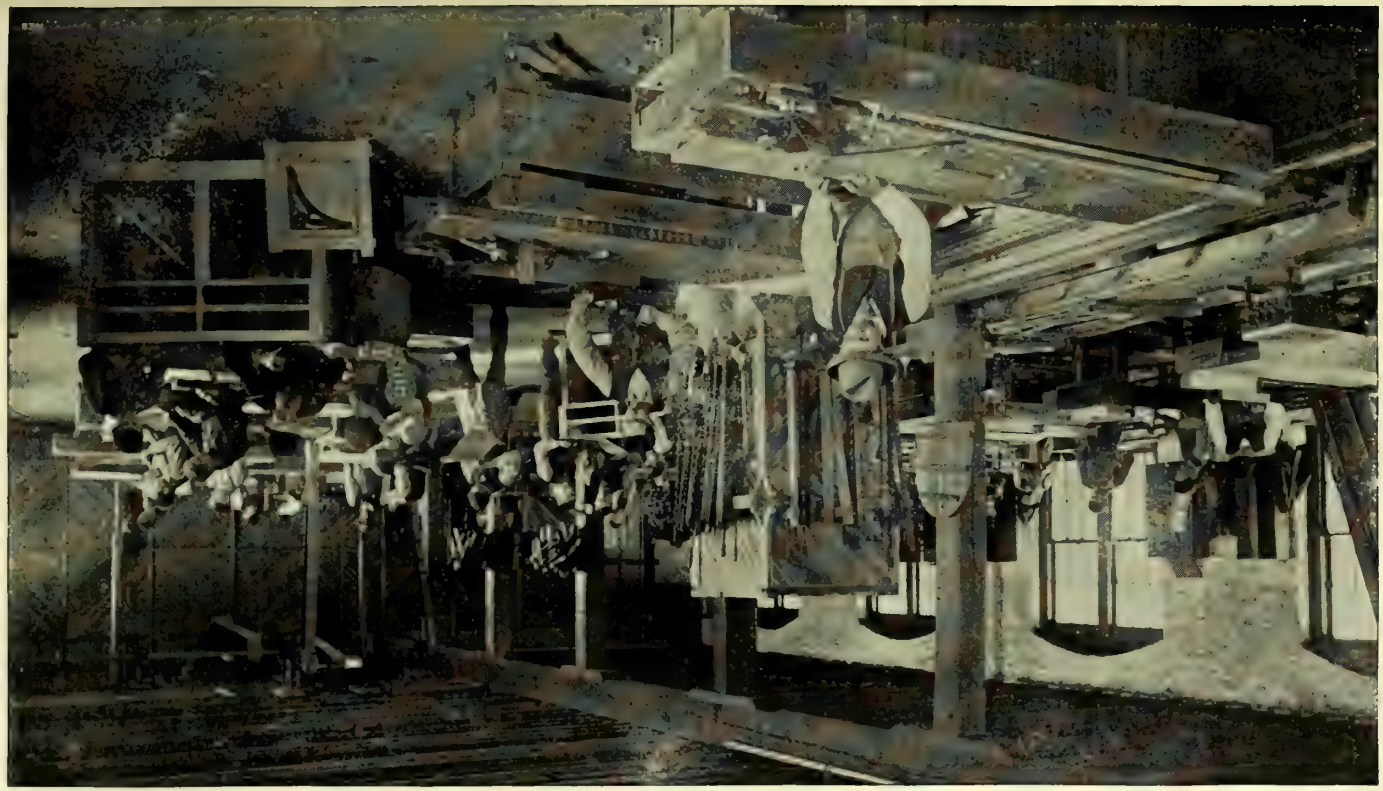
The Societies in existence as a part of the school are:

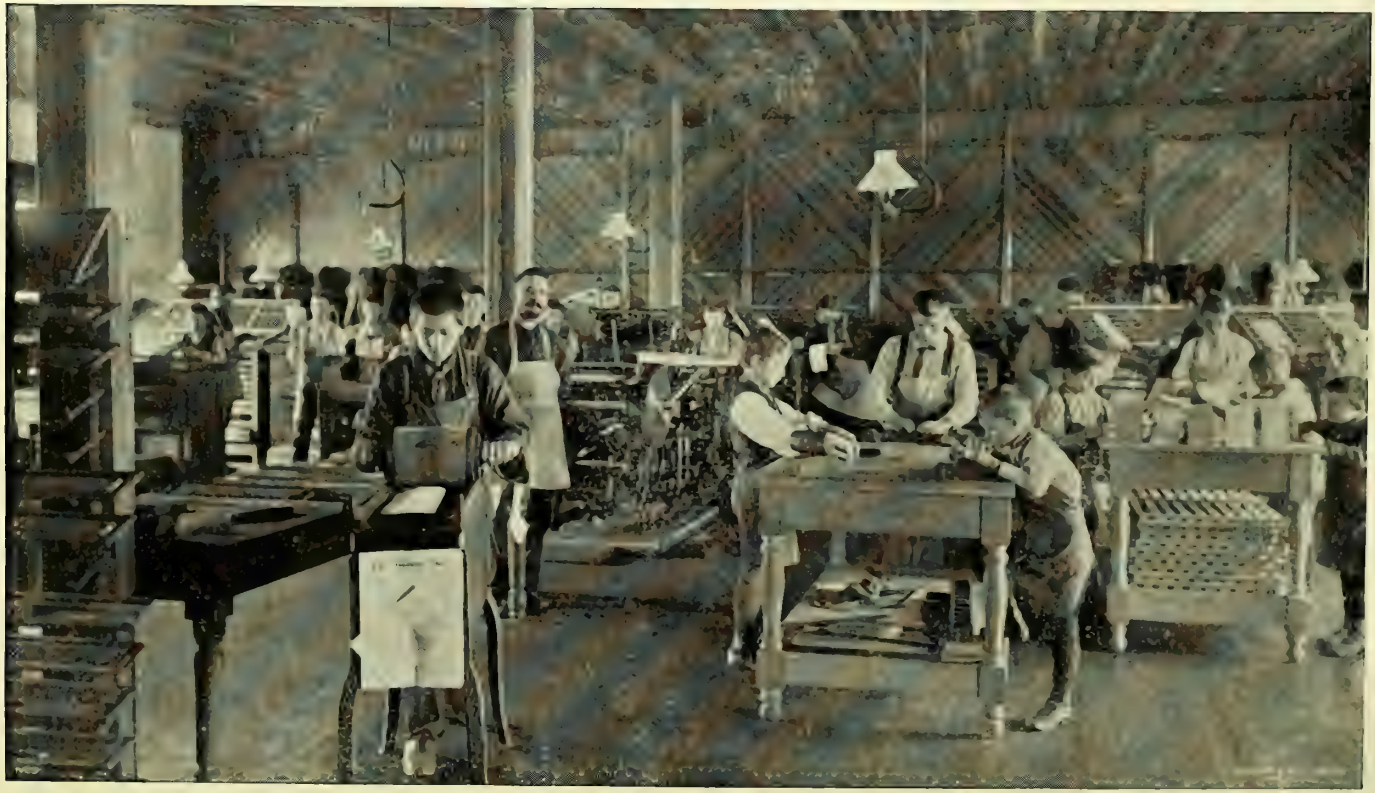
The Gallaudet Literary Society, established 1885.

The Alice Cogswell Literary Society, established 1885.

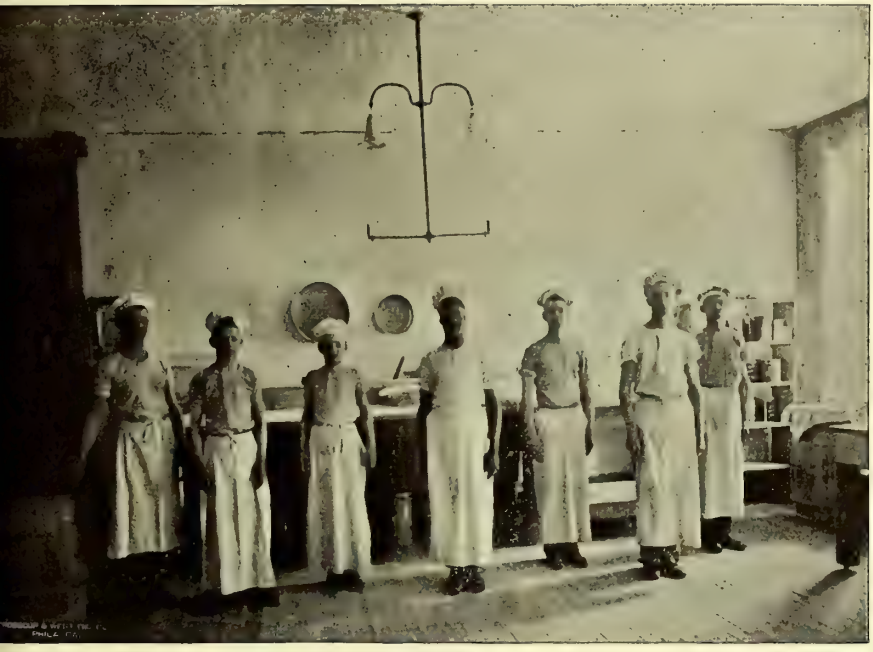
The George Washington Literary Society, established 1889.







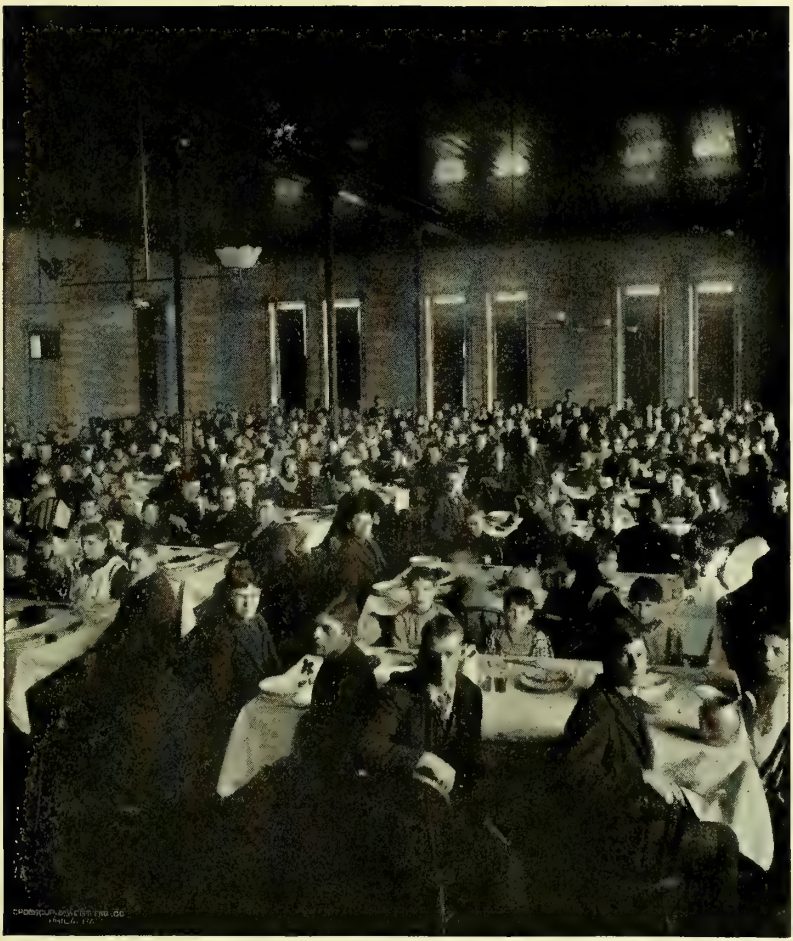
Industrial Department, Institution for the Education of the Deaf and Dumb, Olathe, Kansas. (Printing Office.)



Industrial Department, Institution for the Education of the Deaf and Dumb, Olathe, Kansas, (Class in Bakery.)



Industrial Department, Institution for the Education of the Deaf and Dumb, Olathe, Kansas (Class in Dress-Making.)



Part of Pupils' Dining Room. **Institution for the Education of the Deaf and Dumb, Olathe, Kansas.**

The Martha Washington Literary Society, established 1889.

The "Olympic" Athletic Club, established 1885.

The "Amazonia" Athletic Club, established 1886.

The Southern Kansas Deaf-Mute Association, an association of adult deaf-mutes, residing in Southern Kansas, made up principally of former pupils of this school, was organized by Miss Kate Farlow, Miss DeLong and Mr. Joseph Cox in the year 1889, the object being social enjoyment and religious privileges. The society usually meets at Wichita once a quarter when the superintendent of this institution or one of the teachers, by invitation meets with them and interprets sermons delivered by some of the Wichita pastors. The society is in a flourishing condition and has already done much good. A list of its officers will be found in the tabulated portion of this history

The Kansas City (Mo.) Deaf-Mute Club, organized in 1892, but the outgrowth of similar previous organizations, is now in a prosperous condition. The principal organizers of this Club were Mr. George Root, Mr. Alfred Kent and Mr. Norman D. Hunt, the latter two, graduates of this school and nearly one-half of the present membership were formerly pupils here. A pleasant relationship naturally exists between this institution and the Kansas City Club owing to the proximity of location and membership being partially made up of our former pupils, though, strictly speaking, the Club is a Missouri organization. The superintendent and teachers of this institution have on several occasions met with the Kansas City mutes and rendered them assistance and counsel.

A brief mention of some who may have been connected with the institution may be of interest.

Of the long list of the honorable members of the board, many of them are yet living and are prominent citizens of our state engaged in the various business pursuits, Hon T. F. Rhodes, the president at this time, being a banker and stock-raiser at Frankfort, Marshall, Co.

Prof. P. A. Emery, first principal, after leaving Kansas established the Chicago Day Schools for Deaf-Mutes and is yet connected with that enterprise.

Mr Thomas Burnsides is a respected and honored mem-

ber of the profession connected with the Philadelphia institution for Deaf-Mutes.

Prof. Louis H. Jenkins after leaving the Institution, removed to Wisconsin where he preached. He died at Madison Wis. March 14th 1883.

Hon. J. W. Parker has won for himself in this county and section of the state the high estimation of a large constituency as an upright lawyer of acknowledged ability. He represents this senatorial district in the legislature and since his resignation as superintendent, has shown a kindly interest and genuine solicitude for the school over which he once presided

Dr. W. H. DeMotte after resigning was president of a young ladies' seminary at Xenia Ohio and is now one of the faculty of the Indiana Institution for the education of the Deaf and Dumb at Indianapolis.

Prof. Geo. L. Wyckoff after leaving Kansas became one of the faculty of the Iowa Institution for the education of the deaf and dumb, afterwards becoming the superintendent of the same school and is yet the Principal.

Mr. H. A. Turton, after resigning removed to Nebraska where, we believe, he is sucessfully engaged in the drug business. His wife Mrs. Lou. J. Turton has died since they went to Nebraska.

Linnaeus Roberts, after leaving Kansas taught for a few years in the Iowa Institution but for the past six years has been teaching in the Western Pennsylvania Institution. C. C. Curtis is a well-to-do farmer in Douglass county this state. Mr. J P. Ralstin went to Colorado with Mr. J. R. Kennedy as principal teacher in the Colorado Institution which position he held for a few years. Since, he has been preaching. Mrs. Mary Kennedy was for sveral years engaged as matron of the Colorado Institution and now resides in that state. Mrs. Mary E. Thompson is an invalid, having had to give up work as a teacher. Miss Ella A. Brown is married and resides in Colorado. Miss Frances DeMotte is also married Mr. Hiram Phillips is one of the faculty of the Iowa Institution. Miss Kate E. Scallon is the wife of Judge Herman of Olathe, a prominent lawyer and editor. Miss Effie Johnston





Institution for the Education of the Deaf and Dumb, Olathe, Kansas,
(The Athletic Clubs.)



Institution for the Education of the Deaf and Dumb, Olathe, Kansas,
(In a Class Room.)

resigned some five years ago to take a place in the Philadelphia faculty and now is articulation and oral teacher in the North Carolina Institution. Geo. W. Chase is in Missouri. Edward P. Gale has, since resigning here, been employed continuously as teacher in the Maryland Institution. H. D. Walker passed from this earth February 1889. Miss Jessie Egelston is now Mrs. Dr. Halley. of Kansas City, Mo., and Miss Eva Owen is Mrs. Charles Comp of Omaha, Neb., Miss Nellie Bassett was married to Mr. Snyder and lives in Independence, Mo., Miss Nellie Franklin has had serious trouble with her eye sight, being almost totally blind at one time and is living with a sister in St. Louis, Mo., Mr. B. O. Sprague and wife are living on a farm near Columbus, Ohio. Mr. Chas. L. Zorbaugh is studying for the ministry, in Chicago. Mr. Cecil Watson is teaching in the Missouri Institution. Miss Cora Livingston resigned on account of poor health and is at her home in Needham, Mass., Miss Mae D. Stout is married and living in Chicago. Miss Mamie Bowles is attending Wellsley college. Miss Fanny Eddy is teaching in the Iowa Institution. Miss Fanny Brock is teaching in the Maryland Institution.

Mr. E. E. Clippinger is teaching in the Wisconsin Institution.

Miss Inez Townsend is married and, as Mrs. Roof, lives in Colorado.

Mr. J. R. Kennedy after leaving Kansas went to Colorado and was the founder of the Colorado Institution and its Superintendent for several years. He died in Colorado in 1883.

Mr. Geo. F. Hendrickson resides in Olathe.

Mr. Frank Lanter is a successful lumber merchant and still resides in Olathe.

Miss Laura E. Henderickson married Mr. J. L. Pettyjohn a successful broker of this city.

Mrs. Emma Bowles lives at Topeka, Kas.

In making a *resume* of the thirty-one years covered in this sketch we find that in the laudable attempt, beginning in Dec., 1861, when one girl represented the enrollment of the school the twig was planted that bore the fruit of a permanently established state institution with an

enrollment of 262 pupils and an honorable list of over seven hundred pupils who have received "light" from these portals: from a pitiful poverty of material appointments in rented rooms to well appointed buildings, the pride of citizens and of a state that has represented therein an aggregate of wealth of probably $190,000.

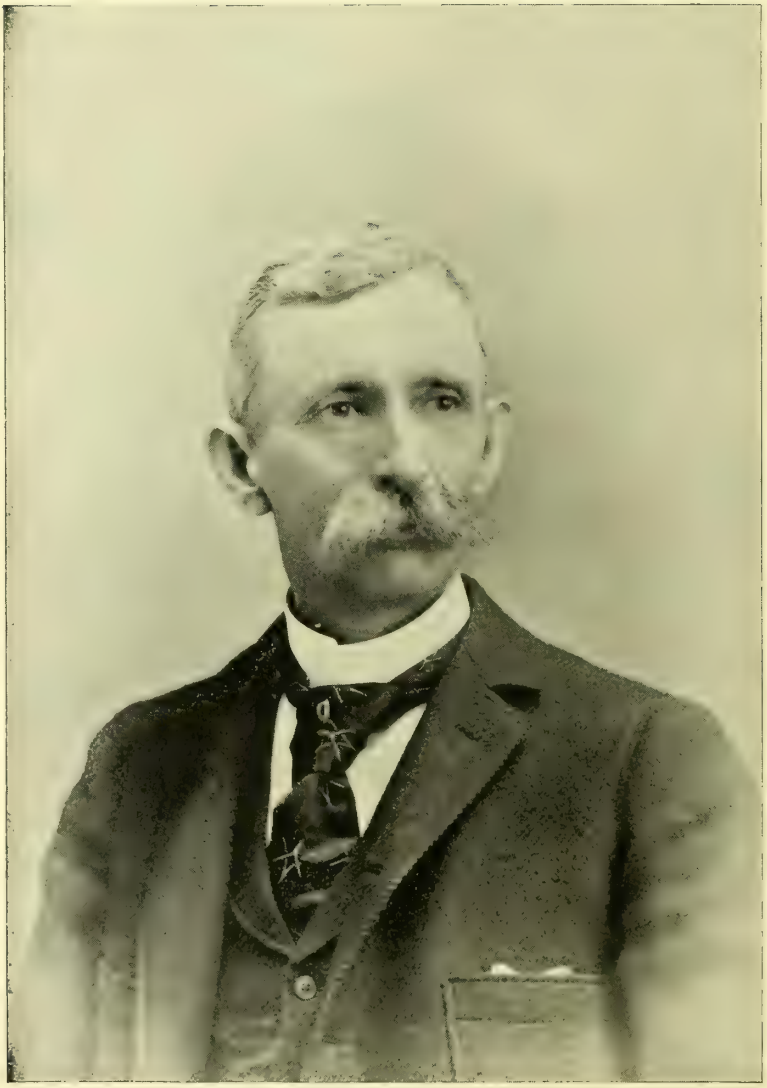
There are 17½ acres of land on which the buildings are located and a farm of 360 acres 3½ miles from town.

The main building as it now is, measures east and west 275 feet long with a width of about 70 feet on an average, together with the north wing which is the dining-room 50x100 feet. The floors in the buildings would cover over 2½ acres and there are 9,000 square feet of glass.

The school has grown into a well-rounded unit of several departments and the curriculum now supplied consists of a good common-school education, instruction in penmanship, drawing and painting, articulation and lip-reading and the mechanical trades of carpentering and cabinet making, shoemaking and printing, dress-making, bakery and harness-making. The mechanical work of this pamphlet is entirely the work of the boys now receiving daily instruction in printing. Seventeen teachers are required and they are selected from persons of experience and liberal education and are making a life-work of their chosen profession.

The life of the institution includes a portion of the lives of over 175 persons who have within the past thirty years been officially connected with it and who have in one manner or another left an impression; and it is the aggregate of these impressions that has gone to make up the morale, the character and the standing of the institution and gives impulse to future activity. There has been collected a list of these persons and as a part of this history it is presented. No small honor attaches to the person who faithfully performs official duty and lends assistance in the building up of so noble an institution.

The institution is now on the up-grade, ranking eighth in size as compared with the eighty other schools of the kind in the United States and with as much interest shown towards it by state officials in the future, as has in the past



HON. T. F. RHODES, President of Board of Trustees,
Kansas Institution for the Education of the Deaf and Dumb.

been shown to the other state educational institutions, thirty years in the future will make of her a grander and more useful institution than she is now, and the institution historian, whoever he may be will in 1923 have an interesting tale to unfold.

PUBLICATIONS ISSUED FROM THE INSTITUTION PRINTING OFFICE.

18 volumes of the KANSAS STAR (weekly) (1875 to1893.).

9 volumes Our Little Friend, 1883 to 1893 (a paper used for class-room work.)

Minutes of First, Second, Third, and Fourth Conventions of Kansas Teachers of the Deaf 1887-'88-'89-'91.

Catalogue of Library Inst. D. & D., pp 36, 1890.

Familiar Hymns From All Denominations pp 50, 1892.

History of Kansas Institution for the Education of the Deaf and Dumb, pp. 40, 1893.

TRUSTEES.

NAME.	RESIDENCE.	SERVICE COMMENCED.	SERVICE ENDED.
A. S. Johnson, Pres.	Johnson County	1865	1872
F. E. Henderson, Sec'y.	" "	"	"
J. K. Goodin.	Douglass "	"	1870
G. H. Lawrence, Treas.	Johnson "	1867	1873
D. L. Lakin.	Shawnee "	"	1872
J. B. Bruner.	Johnson "	1870	"
W. B. Craig, Pres.	Doniphan "	1872	1875
Thos. Milhoan, Sec'y.	Johnson "	"	1873
Saml. T. Durkee.	" "	"	"
W. H. M. Fishback, Pres.	" "	1873	1874
John Francis, Sec'y.	Allen "	"	1875
Arch. Shaw, Treas.	Johnson "	"	"
E. S. Stover.	Morris "	"	1876
J W. Rogers.	Jefferson "	"	"
W. A. Shannon, Pres.	Bulter "	1874	"
G. L. Lockwood.	Saline "	1875	"
Thos. T. Taylor, Pres.	Reno "	1876	1882
W. B. Slosson, Sec'y.	Nemaha "	"	1877
J. T. Lanter, Treas.	Anderson "	"	1878

J. P. Bauserman.	Leavenworth County.	1876	1878
J. H. Smith.	Cherokee "	"	"
Edmund Knowles, Pres.	Nemaha "	1877	1883
C. E. Faulkner, Sec'y.	Saline "	1878	"
A. T. Sharpe, Treas. *	Franklin "	"	1884
J. L. Wever.	Leavenworth "	"	1879
J. M. Hogue.	Lyon "	1879	1883
C. R. Mitchell.	Cowley "	1882	1885
D. O. McAlister, Pres.	Franklin "	1883	"
August Hohn, Treas.	Marshall "	"	"
Saml. Gilbert, Sec'y.	Cowley "	"	"
Geo. C. Rogers.	Greenwood "	"	"
August Bondi.	Saline "	"	"
Phillip Krohn. Pres.	Dickinson "	1885	1886
Jacob Stotler, Pres.	Summer "	"	1891
L. K. Kirk, Pres.	Anderson "	1886	1892
A. T. Sharpe, Treas. *	Franklin "	1885	1889
W. S. Crump.	Cloud "	"	"
C. E. Faulkner, Sec'y.	Saline "	"	1888
T. F. Rhodes, Pres.	Marshall "	1888	
R. F. Bond.	Rice "	1889	1891
Harrison Kelly, Treas.	Coffey "	"	1889
W. W. Miller, Treas.	Osage "	1889	
W. T. Yoe, Sec'y.	Montgomery "	1891	
H. B. Kelly.	McPherson "	1892	
Abram Reynolds.	Chautauqua "	1892	

* Deceased.

PRINCIPALS AND SUPERINTENDENTS FROM 1861 TO 1893.

NAME.	SER. COMMENCED.	SERVICE ENDED.
P. A. Emery	1861	1864
B. R. Nordyke	1864	1865
Joseph Mount	1865	1867
Thos. Burnsides	1867	1867
Louis H. Jenkins *	1867	1876
Theo. C. Bowles *	1876	1879
J. W. Parker	1879	1880
W. H. DeMotte	1880	1882
G. L. Wyckoff	1882	1883
H. A. Turton	1883	1885
S. T. Walker	1885	

* Deceased.

TEACHERS.

Mrs. M. A. Emery	1861	1864
Mr. B. R. Nordyke	1864	1865
Joseph Mount	1865	1867
Thos. Burnsides	1867	1867
A. L. E. Crouter	1867	1867
L. H. Jenkins *	1867	1876
Adelia T. Jenkins	1869	1872
Linnæus Roberts	1870	1878
C. C. Curtis	1870	1872
J. P. Ralstin	1871	1873
Richard T. Thompson	1872	
Mrs. Mary Kennedy	1872	1873
Geo L. Wyckoff	1873	1882
Mary E. Thompson	1873	1889
Jennie Burris	1873	1878
Ellen J. Israel	1878	
Ella A. Brown	1878	1880
Linnæus Roberts	1880	1884
Frances DeMotte	1880	1882
Fannie McKinley	1880	
Hiram Phillips	1882	1887
Kate E. Scallon	1882	1889
Effie Johnston	1882	1889
Lou. J. Turton *	1883	1885
Geo. W. Chase	1884	1885
Henrietta Woodmas	1884	1885
E. P. Gale	1885	1889
H. D. Walker *	1885	1889
F. W. Metcalf	1885	1889
Addie McClure	1885	1887
Jessie Egelston	1885	1889
Eva Owen	1886	1891
Harry Reed	1887	1888
Nellie Bassett	1887	1888
Nellie Franklin	1887	1889
B. O. Sprague	1887	1891
Susie E. Jones	1887	
Minnie Harrison	1888	
D. S. Rogers	1888	
Chas. L. Zorbaugh	1889	1891
Cecil Watson	1889	1891
Edwin C. Harah	1889	
Cora Livingston	1889	1892
Mrs. Rose Keeler	1889	1890
Mae D. Stout	1889	1891
Mamie Bowles	1889	1890
Fanny Eddy	1890	1892
Kate Lindsay	1890	
Fanny I. Brock	1890	1891
J. H. Brown	1891	
Edward E Clippinger	1891	1892
Cora E. Coe	1891	1892
Jno. W. Thomas	1891	
Bessie Capper	1891	
Inez Townsend	1891	1892

* Deceased.

Mrs. H. F. Sewell	1892	
B. T. Bensted	1892	1893
M. Kate Stevenson	1892	
Eva Ore	1892	
Mamie Egelston	1892	1892
Jessie Zearing	1892	
Bertha Mellen	1892	

FOREMEN.

PRINTING OFEICE.

Edwin W. Bowles	1876	1888
W. S. White	1888	1888
Walter Mundell	1888	1891
Nathan Lee	1891	——

SHOE SHOP.

Chas. H. Hyer	1875	1881
Wm, Douglass	1881	1883
John Muxworthy	1883	1885
John A. Buckles	1885	1885
Patrick Divine	1885	1890
Joseph H. Cartwright	1890	——

CABINET SHOP.

S. S. Chapman	1878	1878
J. T. Browning	1878	1885
John W. Keen	1885	1886
Wm. Harrison	1886	——

BAKERY.

Robt. A. Scott	1890	——

HARNESS SHOP.

Joseph H. Cartwright	1892	——

GARDENERS.

Henry Schluter	1880	1883
Geo. Dalton	1883	1884
O. C. Myers	1884	1885
Henry Hoffman	1885	1888
O. W. Gibbons	1888	1889
James A. Key	1889	——

ENGINEERS.

H. L. Martin	1877	1878
A. A. Brown	1878	1881
F. J. Ross	1881	——

STEWARDS OR CLERKS FROM 1865 TO 1893.

J. R. Kennedy *	1865	1869
John P. Morrison	1869	1871
Geo. F. Hendrickson	1871	1872
Thos, E. Milhoan	1872	1874
N. B. Dawson	1874	1876
Frank Lanter	1876	1883
A. S. McCuloh	1883	1885
Frank Lanter	1885	1887
J. M. Craig	1887	

MATRONS FROM 1865 TO 1893.

Mrs. Mary Kennedy	1865	1869
Mrs. Stone	1866	1867
Mrs. A. T. Jenkins	1869	1871
Miss Laura E. Hendrickson	1871	1873
Mrs. S. E. Milhoan	1872	1874
Mrs. A. T. Jenkins	1874	1876
Mrs. Emma Bowles	1876	1881
Mrs. Abba Broadrup	1881	1882
Mrs Delia Lanter	1882	1883
Mrs. Celia Kistler	1883	1885
Mrs. Emma Bowles	1885	1890
Miss Mary Marshall	1890	——

PHYSICIANS.

Dr. Julien	1868	1876
Dr. C. G, McKinley	1876	1883
Dr. H. E. Hastings	1883	1885
Dr. J. Q. Egelston	1885	1890
Dr. Thomas Hamill	1890	——

VISITORS' GUIDES AND OFFICE ASSISTANTS.

Cora Johnston	1888	1889
Ruth C. Buxton	1889	1890
Bessie Capper	1890	1891
Carrie Royer	1891	1892
Grace Bauman	1892	——

* Deceased.

SUPERVISORS.

Oscar Holmes	1885	1888
Jno. W. Thomas	1888	1891
Wm. Games	1891	1892
Homer Bodley	1892	——
Amy Hare	1884	1885
Mrs. Chrissie Boon	1885	1886
Ida M. Williams	1886	1889
Cora Johnston	1889	1890
Myrtle Ellis	1890	——

ANNUAL ATTENDANCE SINCE 1868.

1868	29 pupils.	1881	126 "
1869	35 "	1882	140 "
1870	50 "	1883	140 "
1871	47 "	1884	157 "
1872	69 "	1885	167 "
1873	77 "	1886	202 "
1874	70 "	1887	202 "
1875	80 "	1888	209 "
1876	81 "	1889	225 "
1877	109 "	1890	234 "
1878	106 "	1891	243 "
1879	108 "	1892	243 "
1880	109 "	1893	261 "

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	Amma Yates,
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	Kitty Meldrum,

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Mattie Lantz,	Mrs. Rose Keeler,
Maud Hazen,	Miss Frances Brock,
Lillian Coberly,	Miss Inez Townsend,
	Miss Bertha Mellen,
SECRETARIES.	
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Homer Albright,	
Chas. L. Fooshee,	INSTRUCTORS.
Bruce Hewitt,	
	F. W. Metcalf,
SECRETARIES.	E. C. Harah,
	Walter Mundell,
Charles Topf,	Fred Becker,
E. P. Gale,	

SOUTHERN KANSAS DEAF MUTE ASSOCIATION.

(ESTABLISHED 1890.)

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Joseph H. Cartwright,.....	Kate Farlow,.....
Henry Hanna,.....	TREASURERS.
Charles Fooshee,.....	
Ellsworth Long,.....	Joseph Cox,.....

KANSAS CITY (MO.) DEAF-MUTE CLUB.

(ESTABLISHED 1893.)

Norman D. Hunt, Prest.

Geo. E. Root, Sec'y.

Alfred L. Kent, Treas.



THE ORIGINAL BUILDING OF THE INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, OLATHE, KANSAS, (ERECTED 1866, TORN DOWN 1886.)



J. L. Noyes.

HISTORY

OF THE

MINNESOTA SCHOOL FOR THE DEAF.

BEING A DETAILED ACCOUNT OF THE ESTABLISHMENT, GROWTH, AND DEVELOPMENT OF THE SCHOOL, WITH THE IMPORTANT DATA PERTAINING THERETO.

COMPILED AND ARRANGED BY

J. L. SMITH, M. A.,
Alumnus and Instructor of the School,

WITH A PREFACE BY

J. L. NOYES, L. H. D.,
Superintendent.

FARIBAULT, MINNESOTA,
1893.

School for the Deaf, Steam Print.

PREFACE.

The Volta Bureau, of Washington D. C., has asked for a condensed Historical Sketch of the Minnesota School for the Deaf, to be published in common with similar documents room other schools of this kind in the United States.

Two or three years ago, the Editor of the *American Annals of the Deaf* desired an illustrated sketch of the same kind, and it was promised by the writer, and material and cuts have been collected, as time and opportunity offered, with that in view. As I was just about to take up the task of preparing the sketch, Mr. James L. Smith, a former pupil and now the head-teacher in this School, very kindly offered to take the material in hand and write the history, thereby relieving me of this extra work, when my hands were already full. Knowing Mr. Smith held the pen of a ready writer, and that, having been five years a pupil and eight years a teacher in this School, consequently he was well posted in regard to the growth and work of the School and the feelings of the students and graduates,

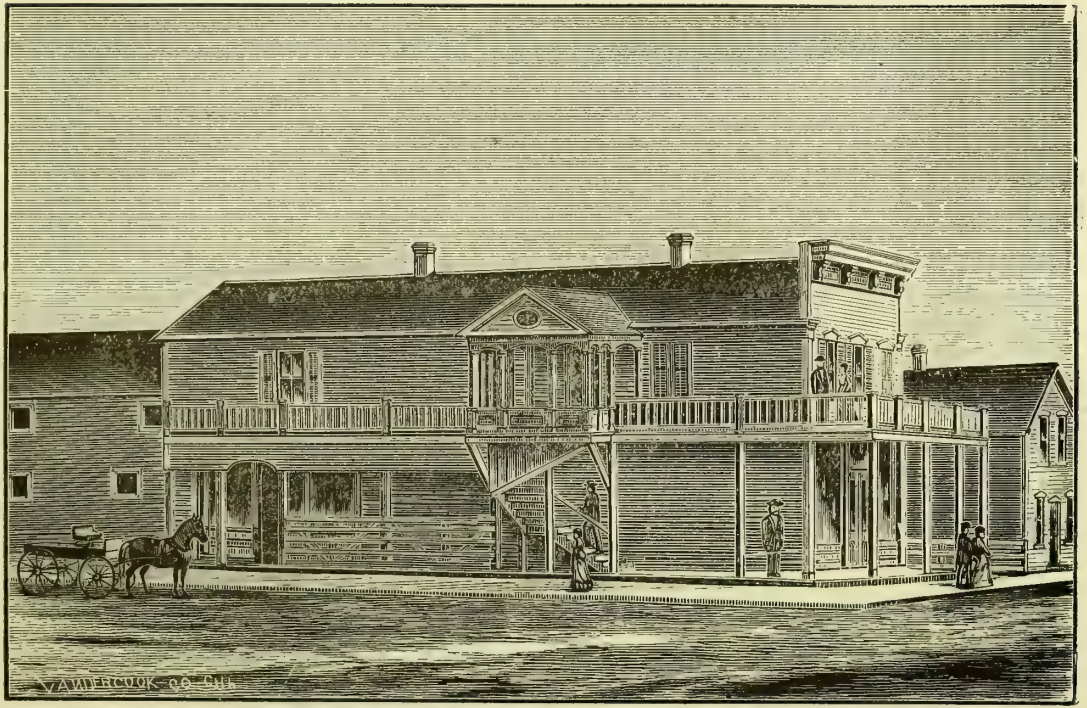
perhaps better than the Superintendent, I, therefore, cheerfully passed the work into his hands, with such aid and supervision as I was able to give him. The reader may rest assured that the record given is reliable and in accordance with facts.

It is believed that the general reader will find that this State Institution is somewhat peculiar and unique, both in its growth and the manner of development. The anomaly of three humane educational instititutions in this place, and under the same board of control, all working harmoniously and successfully together, is a fact worthy of note and special mention. Morever, the System of Instruction, embracing the manual, the oral, the sign, the aural, and Industrial, as employed in the Minnesota School, is admirably adapted to the education of all deaf children, both those of a high and those of a low grade of intellect.

As a specimen of the work done by our pupils, this sketch, written by one graduate, to some extent illustrated by another, printed by the boys now in School, deserves more than a passing notice.

J. L. NOYES,
SUPERINTENDENT.

MINNESOTA SCHOOL FOR THE DEAF.
Feb. 7th, 1893.



Minnesota School for the Deaf, 1863—186 8.

HISTORICAL SKETCH.

INTRODUCTORY.

The North Star State.

Minnesota, the land of Minnehaha, and of "the great red pipestone quarry," immortalized by the pen of Longfellow, first became known to the white man at the time of the explorations of the unfortunate La Salle, in 1680, when Father Hennepin and a few companions ascended the Mississippi river as far as the falls of St. Anthony. The country, however, remained in undisputed possession of the Sioux, or Dacotah, Indians for more than a century and a half. In 1803, with the purchase of Louisiana from France, Minnesota became a part of the public domain of the United States. In 1819, the first permanent settlement was made at Mendota, and the following year, 1820, Fort Snelling was founded. Other forts and trading posts were gradually established. But the growth of population was slow, and in 1849, when the Territory of Minnesota was organized, the white population was barely 5,000. Thereafter, a change took place. Emigrants began to pour into the Territory, attracted thither by reports of the fertility of the soil, the salubrity of the climate, and the wealth of natural resources,—reports which were far below the reality. In 1857, the question of admission into the Union was vigorously agitated. A special census

showed a population exceeding 150,000. Accordingly, Minnesota became a state, May 11, 1858. Settled, as it was, by emigrants from the Northern and Eastern states and from Northern Europe,– a class of people who have always shown a just appreciation of the value of popular education, it is not surprising that the question of educating the deaf and blind children of the State should have been brought forward at the very threshold of Minnesota's statehood.

THE CITY OF FARIBAULT.

FARIBAULT is so named in honor of its founder, Alexander Faribault. He was a Frenchman, a friend of the Dacotah Indians, one of whom he married. About the year 1855, he built a trading-post on the site of the present city, and a residence on the bluff where now stands the Minnesota School for the Blind, of which the old Faribault house still forms a part.

A more advantageous, as well as lovely, location for a town could not have been chosen. It lies at the confluence of the Cannon and Owatonna,—now called Straight,—rivers. There is a level plain, sufficiently elevated to afford good drainage, and all around, on the North, South, East, and West, lie ranges of hills. To the Northwest, Northeast, and Southeast the country is heavily wooded. The town has, at present, a population of about 7,000. For its size it is quite extensively engaged in manufactures. But the most prominent feature of Faribault consists of the schools that are here established. The east bank of Straight river rises abruptly in the form of a rugged bluff, 100 feet high, intersected by wooded ravines, and forming an exceedingly picturesque panorama. But man has added by his handiwork to the beauties of Nature. A series of stately buildings crowns the crest of the bluff, belonging to six separate educational institutions. In their order, commencing at the North, these schools are the Shattuck Military Academy, one of the finest and best equipped of its kind in the country; the Minnesota School for the Deaf; St. Mary's Hall, an academy of high character for young ladies; Seabury Divinity School; the

School for the Blind ; and the School for the Feeble-Minded.

In closing this brief description, it may be interesting to those of a literary turn of mind to know that the scene of EDward Eggleston's " Mysteries of Metropolisville " is laid in and around Faribault, and that in M. Perritaut, one of the characters, may be recognized Alexander Faribault, the founder of the city.

THE MINNESOTA SCHOOL FOR THE DEAF.

ESTABLISHMENT AND GROWTH.

IT was in 1858, during the session of the first State Legislature, that definite action was taken looking to the establishment of a school for the deaf and blind children of Minnesota. As is customary in new states, one of the first questions before the law-makers was the location of the various state institutions. The inquiry naturally arises, how it was that Faribault, at that time an insignificant town, and located in the southeastern part of the state, far from the geographical center, was designated as the place for one of the state institutions. The explanation is simple. St. Paul had the capital ; St. Anthony, now a part of the giant city of Minneapolis, had the state university ; Stillwater, the state prison ; St. Peter asked for the insane asylum ; and Winona, St. Cloud, and Mankato wanted normal schools. Faribault's representatives in the legislature, of whom Hon. Geo. E. Skinner, now of St. Paul, was one, spoke up for the interests of their constituency, and asked that a " deaf and dumb asylum " be located at Faribault.

An act of the legislature was passed, accordingly, locating that institution at Faribault, provided that the citizens of the town would donate 40 acres of land, within two miles of town, for a site. This was promptly done by them, and a tract of 40 acres, lying a mile or so west of the city limits, near what is now the Catholic cemetery, was set aside for the purpose. Here the matter rested for a period of five years,

—those exciting years immediately preceding and following the outbreak of the great Civil War, in which the young State stood so loyally by the Union of which she had just been made a component part. And no state acquitted herself more nobly, or was put to a sterner test of the rigors of war. For, while her best and bravest were away fighting the battles of the Union, she was called upon to face all the horrors of a savage Indian outbreak.

It was during these stormy times, while the fertile Minnesota valley was yet a scene of desolation from the tomahawk, scalping-knife, and firebrand of the bloodthirsty Little Crow and his band of Sioux, that a striking illustration of the confidence of the people in the perpetuity of the Union, in the ultimate triumph of its armies, and in the future prosperity of the State, was shown. When the Legislature met in January, 1863, Mr. Berry,* of Faribault, a member of the Senate, introduced a bill providing for the inauguration of the proposed school for deaf and blind children. As a matter of historical interest, a copy of the bill, as finally passed by the Legislature and approved by the Governor, is given below :

AN ACT TO PROVIDE TEMPORARY RELIEF AND INSTRUCTION FOR THE INDIGENT BLIND AND INDIGENT DEAF MUTES OF THE STATE.

Be it enacted by the Legislature of the State of Minnesota:

SECTION 1. The sum of fifteen hundred dollars or so much thereof as may be necessary, is hereby appropriated out of any moneys in the treasury not otherwise appropriated, for the temporary relief and instruction of the indigent blind and indigent deaf mutes of the State; Provided, That a sum not to exceed three hundred dollars be appropriated to pay the expenses of such deaf mutes in this State, who have been inmates heretofore, of Institutes of the Deaf and Dumb in other States, and who wish to continue their education in the same.

SEC. 2. George F. Batchelder, Rodney A. Mott and David H. Frost, are hereby appointed commissioners, whose duty it shall be to take charge of the expenditure of the money herein appropriated, and to carry out the objects specified in the foregoing section. Before entering upon their duties.

* Mr. Berry, who drew up and introduced this bill, was a graduate of Yale College. He chose law as his profession, and became one of the leading jurists of the State. He was appointed a judge of the State Supreme Court, which position he held until his death. At one time he was offered the position of Chief Justice, but declined it.

they shall file in the office of the Secretary of State, their bond with two sufficient sureties, to be approved by the Governor, in the sum of five thousand dollars, conditioned for the faithful discharge of their duties under this act, and for the economical expenditure of the money herein appropriated.

SEC. 3. The said Commissioners shall ascertain the number of persons within this State, between the ages of five and twenty-five years, who are blind, or who are deaf mutes, with the pecuniary circumstances of such persons, their parents and guardians. They shall thereupon provide a suitable building at Faribault in the county of Rice, at an expense for rent not exceeding two hundred dollars per year, and shall furnish the same with cooking utensils, beds, bedding, and necessary furniture, for the accommodation of not exceeding twenty-five pupils, and shall provide fuel and provisions for that number of persons for one year. They shall also provide such books of elementary instruction for the blind, and for deaf mutes, as may be necessary, and shall employ one or more teachers for such blind, and such deaf mutes, together with such labor as may be necessary for the maintenance of the pupils herein provided for, with the teachers.

SEC. 4. Upon completing the preparation herein provided for said Commissioners shall receive such number of indigent blind, and indigent deaf mutes, between the ages hereinbefore specified and not exceeding twenty-five, as may offer, and shall provide for their maintenance and instruction for one year, in the manner herein provided for. They may also receive such pupils who are blind, or who are deaf mutes, as may pay for their maintenance and instruction a sum equal to the average expense for the support and instruction of the whole number of pupils under the charge of said Commissioners, which money shall be added to the fund herein appropriated, and expended by them in like manner.

SEC. 5. The said Commissioners shall take vouchers for all money expended by them, and shall return the same with their report. They shall report to the Legislature at its next session their transactions, with a detailed account of their expenditures under this act, together with such suggestions as may, in their judgment, tend to the promotion of the interests of the blind, and the deaf mutes of the state.

SEC. 6. This act shall take effect and be in force from and after its passage.

Approved March 4, 1863.

The task of establishing and equipping the school now devolved upon the three commissioners, backed by the enormous (?) capital of fifteen hundred dollars. Not one of the three knew anything about the deaf, and one of them, Mr. Frost, never attended a single meeting of the Commission. Mr. Batchelder, although a large-hearted, public-spirited man, was, at that time, very busy, and could not

spare the time for such outside affairs. Fortunate it was for the interests of the deaf and blind children of the State, and for the success of the school yet to be established, that the third member of the commission was Hon. R. A. Mott. From those early days of struggle and hardship to the present time, when the State Institute at Faribault is one of the finest and best equipped in the Country, that name has been a tower of strength. With the exception of two years, 1866-68, Mr. Mott has maintained an unbroken connection with the Institute as a director, and his unimpeachable integrity, sound common sense, business ability, and thorough legal knowledge, have been its mainstay.

Mr. Mott's fellow-commissioners were only too glad to delegate to him full authority in the premises, and they accordingly appointed him Secretary and Treasurer of the Commission. He at once went vigorously to work. He entered into correspondence with the heads of schools in other states, and received heaps of reports, pamphlets, etc., which he proceeded to digest as if they were so many law books. One of the first things to be settled was the appointment of a competent superintendent for the new school. Several applications were received, but, in May, Mr. Mott went to Ohio, where he met Mr. R. H. Kinney, one of the teachers in the Ohio School for the Deaf, at Columbus. Mr. Kinney was highly recommended, and his services were engaged for the new school in Minnesota.

Returning home, Mr. Mott proceeded to secure a temporary building for the school. It was impossible to make use of the 40 acres of land donated by the citizens, as it was so far from town, and there was no money available to put up a building. Accordingly, a building in town was rented for $150 *per annum*. It was located on Front Street, and had formerly been the store building of Major Fowler. It was furnished and made ready for the opening of school, the date of which opening was fixed for the second Wednesday in September.

By dint of persevering inquiry, the names and addresses of 48 deaf persons were obtained, but no blind were reported.

For this reason, and because the funds at hand were so limited, the Commissioners decided to make no provision, for the present, for the latter class. In June, a circular of information was sent out to all the addresses obtained. As the first of its kind in the State, it is here reproduced in full:

To the Friends of Deaf Mute Education in Minnesota.

THE undersigned Commissioners appointed by the Legislature to take charge of the appropriation for the Education of the indigent Deaf and Dumb and Blind of our State, and to provide therewith for their instruction, beg leave to offer for your consideration the following facts and propositions:

The Commissioners upon receiving a copy of the act referred to, executed the requisite bond and proceeded to ascertain as nearly as could be done with the facilities at their command, the number of proper subjects for Education in the Sign Language within the limits of the state; also, to familiarize themselves with the early steps and subsequent history of Deaf and Dumb Institutions throughout the Northern States. It became at once apparent that the appropriation was entirely inadequate to effect the objects in full, contemplated by the Legislature. It was also found that there was a very pressing necessity for the immediate relief of these *poor children of silence*, many of whom are maturing in ignorance in our very midst. The commissioners therefore decided to act, and do the most possible with the means given them, trusting in the liberality and justice of the next Legislature to endorse and extend their operations. In pursuance of this decision we have secured a building in Faribault, Rice County, presumed to be ample for the accommodation of pupils and teachers, and to furnish commodious school-rooms all under the same roof with play-ground adjacent.

In May, *ult.*, Mr. Mott one of the Commissioners went to Ohio, and succeeded in securing the services of Prof. R. H. Kinney, as Superintendent; a gentleman who has been warmly recommended to us by some of the most eminent men of our own as well as of other States and who has for a long time been second in the State asylum at Columbus, Ohio. Also, the services of his wife, a lady eminently qualified for the position of Matron of the Institution. Prof. Kinney expects to reach this state, with his family, early next month, and if possible will visit personally the friends of those Deaf Mutes reported to us.

We propose to open the school, and commence the first year of the Institution, at this place, on Wednesday, the ninth day of September next. This we not only propose but intend and expect certainly to effect.

We propose from the funds at our command to pay the teachers, furnish the building, books, apparatus, etc., and defray all incidental expenses.

We shall be obliged to require the pupils to furnish their

own clothing, bedding, etc., and pay the average cost of their provisions, [see, "Conditions of Admission," annexed].

We would respectfully suggest that the expenses of the pupils at the school be raised as follows, viz: Let each County Board appropriate the sum of One Hundred Dollars or *so much thereof as may be necessary*, to pay the expense of board and clothing, for one year, of each Deaf Mute within the limits of their own county, who shall be found a proper subject for Education at this Institution, and shall attend the same. We know of no other plan before the Legislature shall again meet and consider this subject and make additional appropriations, by which with the necessities of our indigent Deaf Mutes can be met, and all those unfortunate ones, whether indigent or not, shall be relieved of private expense. A suggestion of this kind has met wih a cordial response from Rice County, and the Commissioners at once pledged the sum named for each Deaf Mute in the County. We trust that every County Board in the State will act immediately upon this proposition and forward to us, through their County Auditors, the result.

The pupils shall live with the Superintendent and will be under his immediate and continual supervision. Provisions will be made for the establishment by the Commissioners, and each pupil will be charged with the average first cost of food supplies. The estimated cost of board to the first of January, will be required in advance. At this time a detailed report will be rendered and each credited or charged with the balance as the case may be. All communications may be addressed to the superintendent, or R. A. Mott, Acting Secretary of the Commission.

Faibault, June 15th, 1863.

GEO. F. BATCHELDER,
D. H. FROST,
R. A. MOTT,
} Commissioners.

TERMS OF ADMISSION.

I. Applicants should not be under eight years of age, nor over thirty. Children possessing weak constitutions, or who have failed to attain the ordinary growth, and vigor of mind and body, should not be brought to the Institution under twelve years of age.

II. The payment of Twenty Dollars in advance will be required of each pupil, that being the estimated cost of provisions for each to January 1st, 1864.

III. Each pupil should come provided with sufficient clothing to last one year, or with the money to procure it. He should also have a trunk with a good lock and key, and large enough to contain all his clothing, each article of which should be distinctly marked with his name. The wardrobe of the male and female, respectively, may consist of about the following articles, viz: For males three coats, three vests, three pairs of pantaloons, six shirts, six pairs of socks, three pairs of shoes, two hats or caps, and a palm leaf hat, two pairs of mittens or gloves, two fine combs, two pairs of wooden combs, two pairs of suspenders, and three pocket handkerchiefs.

For females—four dresses, one bonnet, and one sun bonnet,

three changes of underclothes, three pairs of winter stockings, and three of summer, ditto; three pairs of shoes, two night-gowns and caps, four pocket handkerchiefs, one shawl, one or two pairs of gloves, two hair-combs, one coarse and two fine combs. In addition to the above outfit a small sum of money should be deposited with the Principal, to meet incidental expenses, repairs of shoes, postage, etc., any part of which remaining on hand, at the end of the session, shall be returned.

IV. Except in case of sickness all pupils are expected to remain at the Institution from the commencement to the close of each session, at which time parents or friends should be prepared to take them home to spend the vacation.

V. All letters for pupils should contain the words, "Institution for the Deaf & Dumb" as a part of their direction.

VI. It is earnestly recommended that all pupils designed to be instructed at this Institution should be present at the opening of the year.

Wednesday, September 9, 1863, the doors of the Minnesota School for the Deaf were opened for the first time, with Superintendent Kinney in charge. Five pupils were in attendance, and in the course of a few months three more were added. As these eight were the "pioneer" pupils, their names are given:

Cora A. Howe, Medicine Lake, Hennepin Co., Minn.
Almira M. Taylor, Shelbyville, Blue Earth Co., "
Olive A. Wilcox, Owatonna, Steele Co., "
James H. Brannan, St. Paul, Ramsey Co., "
William Cooper, Faribault, Rice Co., "
George A. Harmon, Dodge City, Steele Co., "
Thomas Kell, Richfield, Hennepin Co., "
John B. Sentell, Faribault, Rice Co., "

It will be noticed that, by the legislative act of March 4, 1863, only the *indigent* blind and deaf were to have the benefits of the school free. Others were expected to pay for their board. Of course, such a restriction crippled the usefulness of the school, and it is pleasing to note that a change in the law was shortly made. In the report of the Commissioners to the Legislature, made January 1, 1864, appears the following passage, which shows how wisely thoughtful they were for the rights of the deaf and blind children of the State:

Your Commissioners trust that in your future action you will recognize the principle that the unfortunate within its borders are the peculiar care of the State. That while you abate nothing of your efforts to educate and elevate those who can see,

speak, and hear, you will be sure to be both just and generous to those who *can not*, and the word *indigent* will never reappear in an appropriation for their relief.

During the legislative sesssion of 1864, immediately following this report, some radical changes were made in the law governing the school. Here is the full text of the law:

AN ACT TO PROVIDE INSTRUCTION FOR THE DEAF AND DUMB AND THE BLIND OF THIS STATE, AND TO APPROPRIATE MONEY THEREFOR.

Be it enacted by the Legislature of the State of Minnesota.

Section 1. The sum of four thousand one hundred dollars, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the Treasury not other wise appropriated, for the support and instruction of the Deaf Mutes and Blind of this State, and for the payment of expenses incident thereto.

Section 2. The expenditure of the foregoing appropriation is hereby put in charge of the Minnesota State Institute for the education of the Deaf and Dumb heretofore established and located by law.

Section 3. Said institution shall hereafter be controlled by a board of five directiors, the Governor, and Superintendent of Public Iustruction shall be two of the members of said Board ex-officio and the remaining three shall be appointed by the Governor by and with the advice and consent of the Senate, one for a term of one year, one for a term of two years, and one for a term of three years and thereafter at the expiration of the respective terms, one director shall be appointed for a term of three years, and said directors so appointed shall hold their offices during their respective terms and until their successors shall be appointed. All vacancies in the offices of said three last named directors shall be filled by appointment in like manner as aforesaid.

Section 4. Said Board of Directors shall annually elect from their number a President, Secretary, and Treasurer.

Section 5. Said directors shall have the general supervision of said Institution, shall prescribe rules for the government and management thereof and generally perform all acts necessary to render the Institution efficient for the purposes for which the same is established, to wit: The instruction and relief of the Deaf Mutes of this State, and shall also provide instruction for the Blind when it shall become necessary. Three of said directors shall constitute a quorum for the transaction of business.

Sec. 6. The treasurer shall safely keep and faithfully disburse all moneys belonging to or entrusted to said Institution, shall perform the duties of steward, as defined by said Board, shall render an exact and detailed account of expenditures on the first day of December, in each year, to said Board, and whenever said Board may require, and shall perform such other duties as may be required by the directors, all according to the rules and regulations established by said Board, and shall

receive for his services a compensation to be paid by said Board, not exceeding one hundred dollars per year.

Sec. 7. No one of said directors except said Treasurer shall receive any compensation for his services, but may be allowed reasonable travelling expenses incurred in attending the meetings of the Board.

Sec. 8. Said Treasurer shall before entering upon the duties of his office give bond with sufficient sureties, to be approved by the Governor, in the sum of eight thousand dollars, payable to the State of Minnesota, and conditioned for the faithful discharge of his duties as Treasurer, which bond shall be deposited with the Secretary of State.

Sec. 9. Any moneys now or hereafter appropriated or entrusted to said Institution may be drawn from the State Treasury at any time, upon the order of the Board of Directors, and the presentation of proper vouchers to the State Auditor.

Sec. 10. All Deaf and Dumb persons and all Blind persons residing in this State, and of suitable age and capacity to receive instruction, shall be received and instructed in said Institution, free of charge.

Sec. 11. Said directors shall on or before the 5th day of December, in each year, transmit to the Governor a report, which shall contain an account of the condition and progress of the Institution together with their Treasurer's report, and such suggestions as they may deem best. The Governor shall cause two hundred copies of the same to be printed, bound and laid before the Legislature in the same manner as is provided in case of the reports of State Officers, and three hundred copies to be printed and bound in like manner for said Institution.

Sec. 12. An act entitled an act for the location and establishment of the Minnesota State Institution for the education of the Deaf and Dumb, the same being found on Pages 355, 356 and 357 of the Public Statutes is hereby repealed, with the exception of the first section thereof.

Sec. 13. The Commissioners appointed under an act entitled "an act to provide temporary relief and instruction for the indigent Blind and indigent Deaf Mutes of the State" approved March 4, 1863, are hereby directed to turn over the business therein entrusted to them together with the property held by them under the act to the Institution aforesaid.

Sec. 14. This act shall take effect and be in force from and after its passage.

Approved, February 13, 1864.

It will be seen, by referring to Section 10, that the provision of the old law, requiring certain pupils to pay board, was done away with, and the school made free to all.

Of the sum of $4,100, appropriated by the legislature in 1864, $850 was expended by the board of Directors in the erection of a two-story frame building, 18 x 24 feet, to be used as a boys' dormitory. When the school, in 1868, was removed to its permanent quarters upon the bluff, this frame

building was sold. It now stands on Fourth Street, in Faribault, and is occupied by the marble cutting establishment of Mr. T. J. McCarthy.

During the year 1865, one of the most important steps in the history of the school was taken. The original site of 40 acres of land west of the town was exchanged for 20 acres on the picturesque bluff east of Straight river, overlooking the town, and commanding a grand view of the surrounding country. In the Third Annual Report, submitted to the Legislature near the close of the year, both the Board of Directors and Supt. Kinney pointed out the necessity for the erection of a permanent and commodious building for the School, and urged upon the law-makers the importance of making an appropriation therefor. The sum of $20,000 was asked for, of which $15,000 was appropriated.

No time was lost in preparing for the erection of the building, for it was sorely needed. The original intention had been to build a two-and-a-half story edifice of stone, 80 x 45 feet. But the rapid growth of the school, the proposed opening of a department for the blind, and the increased number of applications for admission to both departments, convinced the Directors of the folly of such a short-sighted policy. Accordingly, they changed their intention materially. Mr. Monroe Shiere, a St. Paul architect, was asked to prepare plans, specifications, and estimates for a substantial, four-story stone building. This having been done, with the $15,000 available, the Board decided to lay the foundations and raise the walls as far as the water table, then ask the Legislature for funds sufficient to complete and furnish the building. They did so, accordingly.

The year 1866 was probably the most eventful and memorable in the history of the School. It marked the foundation of the permanent building; of the generous donation, by the citizens of Faribault, of 25 additional acres of land to the School site; of the opening of a department for the blind; and, finally, of the retirement of Supt. R. H. Kinney, and the selection, in his stead, of Mr. J. L. Noyes, who, after nearly three decades, still remains at the head of the School.

It is fitting to pause here for a moment and speak a few words concerning those first three years of the School's history. A minute account of the difficulties encountered in starting the School, the discomforts and vexations experienced from poverty of resources when it was once started, and the ingenuity displayed by the officials in meeting and overcoming every fresh obstacle, would fill a volume, in which both the pathetic and humorous would form a part. It is not to be marvelled at that such an experience, coupled with family affliction and impaired health, should have led Mr. Kinney to retire from the superintendency. But his interest in the work of teaching the deaf did not cease. He continued his connection with it in other schools, and was in the profession thirty-three years in all. In 1885, his death was announced, and drew forth many testimonials as to his excellence of character and ability as a teacher, from those who had known him. A life-size crayon portrait of Mr. Kinney now hangs in the main hall of our Institution as a memorial of its first superintendent.

The Board of Directors were fully impressed with the importance of a reliable and competent head for the School, and after careful and thoughtful consideration, they offered the place to Mr. Jonathan L. Noyes, of Hartford, Conn. He came West in May, 1866, to look over the ground and confer with the Directors. Everything having been arranged satisfactorily, he returned to Hartford to prepare for his removal to what his eastern friends then considered almost beyond the pale of civilization. Mr. Noyes was peculiarly qualified, both by character and experience, to take charge of such pioneer work. He was a descendant of those sturdy people who landed from the Mayflower in mid-winter upon the bleak New England coast, and, against infinite odds, laid the foundation of our nation. Mr. Noyes attend Phillips's Academy at Andover, Mass., and afterwards entered Yale College, whence he graduated in 1852. At the time of graduation, several inviting fields of labor were offered him, one a tutorship in Illinois College, and about the same time, the office of teacher in the Pennsyl-

vania Institution for the Deaf and Dumb, Philadelphia. He was drawn toward the latter by reason of the opportunities offered in the city for study and improvement. It was his ultimate aim to enter the ministry, but he very soon perceived that a broad field of usefulness lay before him in teaching the deaf, and concluded to devote himself to it. He remained in Philadelphia six years, and then accepted a similar position in the Louisiana Institution at Baton Rouge. While there, one of his fellow-teachers was Mr. E. S. Thomas, afterward Warden of Seabury Divinity School, in Faribault, and for a short time a member of the Board of Directors of this School, but now the Episcopal Bishop of Kansas.

From 1858 till 1860, Mr. Noyes remained at Baton Rouge. Then came the angry mutterings of war, the arousal of the "war spirit" in the South, the talk of secession, etc. Mr. Noyes was not the man to dissemble his convictions as to right and wrong, and being a New Englander, it is needless to ask which way his sympathies tended. His position in Baton Rouge became more and more anomalous and unpleasant, and would ultimately have involved him in danger. Bidding adieu to the Sunny South, he returned North on the last boat that went up the river before it was blockaded. He soon received an appointment as a teacher in the American Asylum, at Hartford, where he continued six years, or until his appointment to the superintendency of the Minnesota School, to which he came with fourteen years of experience as a teacher.

While corresponding with the Board of Directors relative to the superintendency, Mr. Noyes made it a condition of his acceptance that he should have the right to nominate all the teachers and subordinate officers, subject to confirmation by the Board. This was readily acquiesced in, the Board only reserving to itself the right of removal as a precautionary measure. Very little thought is necessary to convince any one how important it is that the superintendent should be the nominating power. The harmonious working of the complicated mechanism of such a school, especial-

ly as it grows large and larger, renders it imperative that all the subordinates should be in perfect accord with the head, which they are much more likely to be if they are of his own selection.

Supt. Noyes was on hand at the opening of School in September, 1866, and immediately went to work to familiarize himself with his new sphere and to get every thing into systematic order. His task was made all the harder by the fact that the School was unpleasantly crowded, and in a building ill adapted to the accommodation of deaf children of both sexes. Before the close of the year he was under the painful necessity of refusing applications for admission, as there was actually no room.

A small class for the instruction of the blind was opened this same year under the charge of Miss Harriet N. Tucker, in the Fitzgerald house in the southeast part of the town, across the river nearly west from the present site occupied by the blind. About a year later, they moved to the north part of the town and occupied the Tanner house, near the City Gas Works, directly west across the river from Shattuck School. Here they remained till 1868, when they were removed to the new building with the deaf children, where they were under the immediate supervision of the Superintendent of the School. For six years following, 1868–1874, the fortunes of the deaf and blind wards of the state were united under one roof.

At the session of the Legislature in 1867, sufficient funds were appropriated for the completion of the new building. As soon as the weather permitted in the spring, the work of construction was recommenced. Leonard and Shiere, of St. Paul, had the contract. The work was to be completed in December, but unavoidable obstacles delayed it until early in the following year.

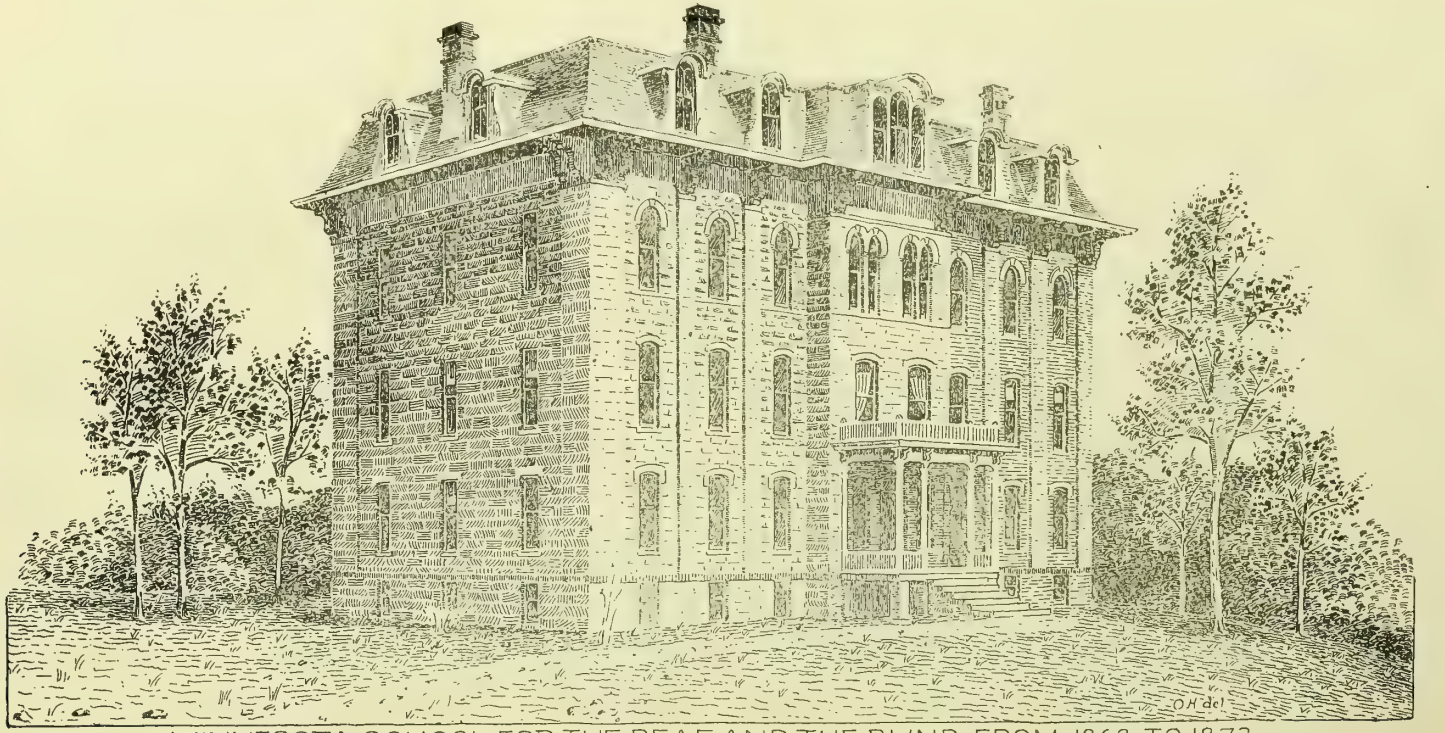
This first building, a cut of which is shown, was designed as but one wing of a proposed structure. It was planned to accommodate fifty pupils, with sixty as the maximum. In the basement were four wood furnaces for hot air heating.

Gas pipes were laid, though, at the time, there was no gas manufactory in town.

March 17, 1868, St. Patrick's Day, was the long anticipated day for removal. As evening fell, the last load of furniture and household goods was transported, and the Minnesota School for the Deaf was established in its permanent quarters. Who can picture the delight of one and all, from the Superintendent down to the youngest pupil, at taking possession of their warm, bright, and roomy home on the hill, and bidding adieu forever to the old wooden structure, with its cold draughts, its rats and mice, and the hundred and one other discomforts that had been endured for five years? That old building has long since disappeared. No trace of it now remains save the excavation that once did duty as a cellar and rat rendezvous.

The opening of the school year following the occupation of the new building, witnessed a large increase in the number of pupils. The Annual Report, submitted in December, showed an attendance of 53. As the building had been originally planned to accommodate 50 pupils comfortably, it will be seen that the Board of Directors and the Superintendent were fully justified in urging upon the Legislature the desirability of at once commencing the erection of the South Wing. They were so far successful that sufficient money was appropriated to lay the foundations of the building up to the first story level.

The year 1870 was memorable in the history of the School as marking two important events. The first of these was the introduction of manual training by the opening of a cooper shop in January. More will be said on this point under the head of "Industrial Training" further on. The second event was the completion of the regular course of study of five years, together with the special addition of two years, by a class of five pupils, and the severance of their connection with the School, in June. Two of the five received the regular diplomas of graduates, while the other three were given certificates of honorable discharge. The two graduates were



MINNESOTA SCHOOL FOR THE DEAF AND THE BLIND FROM 1868 TO 1873.

From a Sketch by O. Hanson, one of the Graduates.

George A. Harmon,
Cora A. Howe.

Both of these "first fruits" of the School have comported themselves in a manner to reflect the highest credit upon the School that educated them. George A. Harmon has, for many years, been one of Faribault's most sober and industrious citizens. He is a cooper by trade, and there is no better workman in this part of the State. He married Miss Ora E. Wood, a hearing lady, and is the father of two fine boys, the older of whom is now sixteen. Cora A. Howe was a young lady of superior mind and character. For several years she was employed by her *Alma Mater* as an assistant teacher, but, in 1874, a chronic weakness of the eyes became so serious that she was compelled to resign her position for good. Since then she has been living quietly at home, a refined, Christian woman.

Although the foundations of the South Wing were laid in 1869, it was not until 1871 that the walls were built up and the structure enclosed. After that, another long period of waiting occurred, for it was only in the fall of 1873 that the building was ready for the reception of pupils. During this interval, the condition of matters in the North Wing became more and more uncomfortable, as it was greatly overcrowded. Originally planned for 50 pupils, it now contained as many as 76, and the Superintendent was obliged to peremptorily refuse all applications for admission. The writer of this little history was one of the applicants for admission in the fall of '72. When the Superintendent's letter was received, announcing that he must wait at home a year, he was so disappointed that he sat down and cried. He was a little fellow, only ten years old, and he did want to go to school so badly.

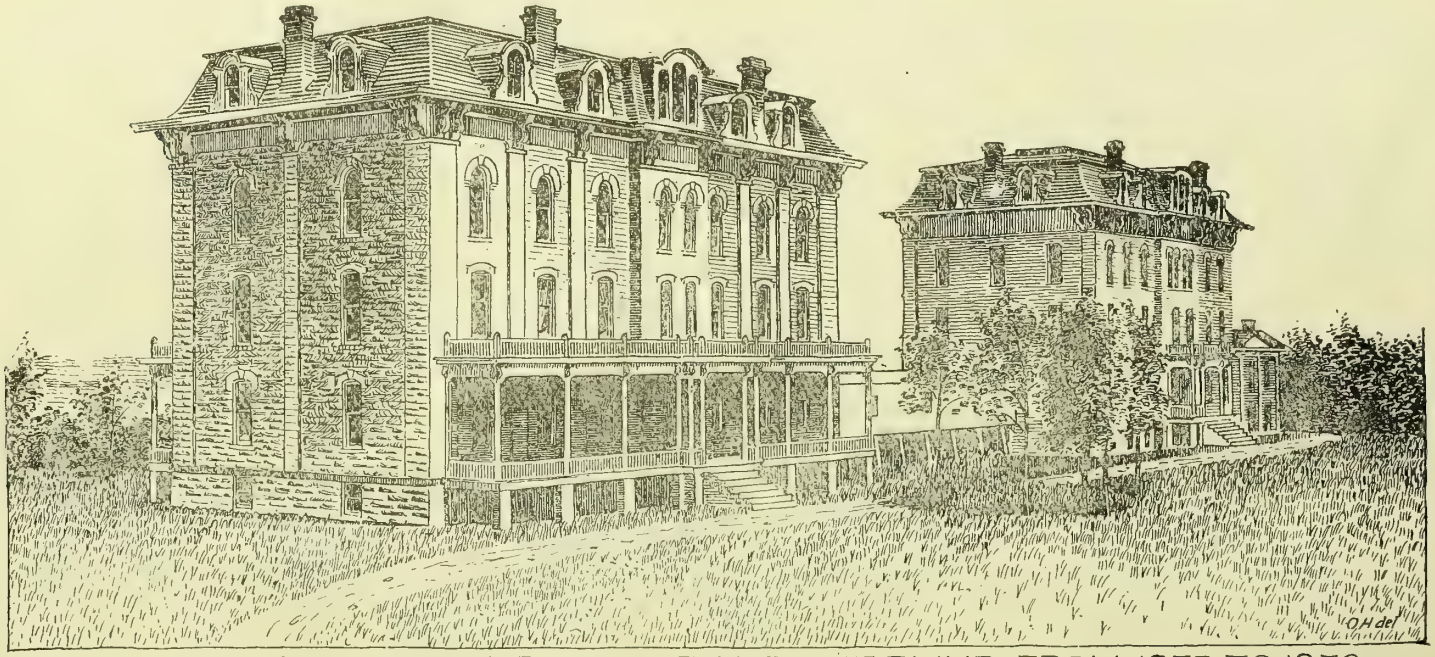
When school opened, September 9, 1873, thirty-four new pupils were admitted,—thirty deaf and four blind. The interior arrangement of the School was reorganized. The deaf and the blind girls occupied the North Wing, which remained the general domestic headquarters. The deaf and the blind boys were transferred to the South Wing, which

also contained rooms for some of the officers and teachers.

The two wings were, outwardly, almost exact counterparts, as will be seen by reference to the accompanying cuts. They were 96 feet apart, and were joined by a covered passage-way, on a level with the first story. In 1877, when the walls of the Main Building began to rise, this passage-way was cut into three sections, which were safely transported to the boys' playground and re-united. A fine bowling alley was fitted up inside, and, for several years, it was a source of healthful recreation for the officers and pupils of the School. Many a marvellous "ten-strike" was made therein. But the end of the old passage-way, with its many memories, came, and came in a way very similar to that of the deacon's "One Hoss Shay." Nature was the destroyer, though not through the agency of an earthquake. It was in the fall of 1887, that, one afternoon, a violent little tornado paid its respects to our School. It raised the roof of the shop building half a foot, peeled the tin from other roofs, and,—alas!—it lifted the bowling alley right up and dashed it over on the ground,—a mass of kindling wood.

In the Annual Report of 1872, the Board of Directors asked the Legislature to furnish the necessary funds for a new shop building, for a separate building for the blind, and for the foundations of the Main Building. The first two only were provided for. A two-story wooden building was erected, which was occupied in 1874 by a tailor-shop, a shoe-shop, and, later, by a printing office.

But the most important step was the permanent separation of the deaf and the blind. The Legislature appropriated $12,000 for this purpose. The Board of Directors, after careful deliberation, decided to purchase the beautiful homestead of Alexander Faribault, situated on the bluff, half a mile south of the School for the Deaf. The sum of $8,500 was paid for it. By this most fortunate purchase, a lovely tract of 97 acres was secured, together with a spacious house and good out-buildings. The remainder of the appropriation was spent in erecting a brick addition to the Faribault house. In the fall of 1874, the transfer of the



MINNESOTA SCHOOL FOR THE DEAF AND THE BLIND FROM 1873 TO 1879

SOUTH WING NORTH WING

From a Sketch by O. Hanson, one of the Graduates.

blind pupils to their new home took place. Mr. A. N. Pratt, one of the teachers of the Deaf Department, was appointed principal, under the direction of Supt. Noyes. At the end of one year, he resigned, and Mr. James J. Dow, a graduate of Carleton College and a Union soldier during the Civil War, and at that time superintendent of the city schools in Austin, Minn., was selected in his stead. Under his wise and efficient administration, the School for the Blind has made steady progress along all lines of improvement.

With the wise foresight of which they always gave evidence, the Board of Directors urged upon the Legislature, as early as 1872, the necessity of taking steps to erect the Main Building. But it was not until the session of 1875 that any appropriation was provided for that purpose, when the sum of $15,000 was made available for laying the foundations. This work was completed during the year. For the two years following, the Legislature did not deem it expedient to make any further appropriation for building purposes. But, in 1877, $40,000 was voted, and work recommenced. Slowly but steadily the walls of the great building rose; then came the putting on of the roof and the erection of the lofty dome. To finish the interior and furnish it for occupation, to erect an engine and boiler room, and to fit up the entire building for steam heating, required a further appropriation. Accordingly, it was not until the fall of 1879, that the building was ready for occupation. Instead of attempting to give a description of the completed edifice, the writer prefers to take the following accurate account from the Annual Report (1879) of Supt. Noyes:

> The style of the building deserves a passing notice. The object kept in view has been to build substantially, in good taste, with an eye to utility and the wants of the future, and in a manner becoming a State enterprise.
>
> In order to keep the building within the demands and means of the State, the architect in 1866 was instructed to draw plans of the north wing only, leaving the remainder of the building to be determined mainly by the circumstances of the future. The same is true also in regard to the plans and erection of the south wing, the next addition in order. It was the result of no pre-arrangement or contract that the same architect drew the plans of the entire

building—the main centre and the two wings—at three different times and under three different contracts. Whatever, therefore, of success has been attained in the effort to unite the three portions in one symmetrical, harmonious whole; is due to the architect in carrying out the instructions of the board of trustees. And fortunately a majority of the trustees have remained on the board from 1866 to the present time; and they have had ideas more or less definite in regard to the deaf and dumb, and the nature and size of the building required in providing for them.

Concerning the building, the architect, Monroe Sheire, Esq., of St. Paul, says: "The plan of the building is rectangular, and consists of a central portion one hundred feet north and south, and one hundred and eight feet east and west, exclusive of piazzas; and two wings, one on the north and the other on the south side, each of these wings being eighty feet by forty-five. This makes the extreme length two hundred and sixty feet, and the width one hundred and eight feet. The entire building is four stories in height above the basement. The first story of the main part is fourteen and a half feet; the second story twelve and a half feet; the third fourteen and a half, and the fourth story sixteen feet; all in the clear. Each story is divided into good airy rooms, for the convenience of the institution; also into good light, roomy halls and staircases, for the use of the occupants, and their escape in case of fire.

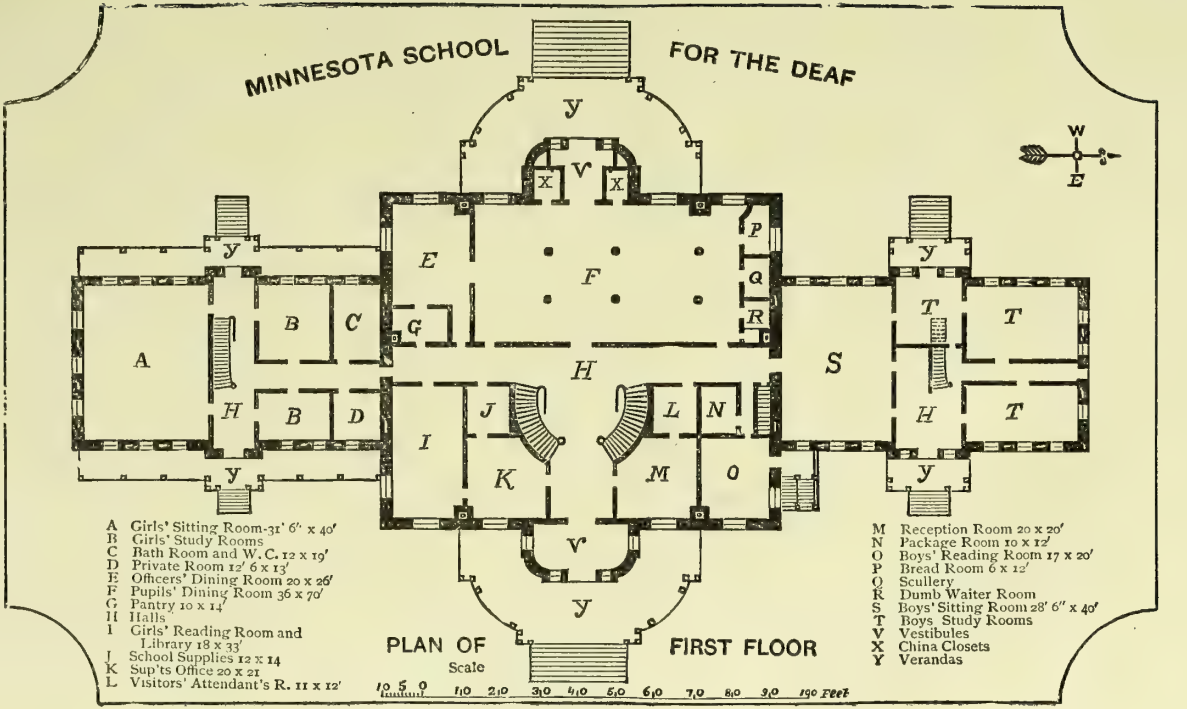
"The exterior walls are built of the splendid blue limestone from the Faribault quarries, showing the natural rock face on the body of the walls, but with dressed stone trimmings, such as water table or base, corners of the building, pier caps, and facings to the doors and windows; which openings are also finished with moulded caps and corbels of the same kind of stone. Architecturally, the style of the building may be termed Romanesque combined with the French. The whole building is surmounted with a curved mansard roof, covered with slate laid in figures of various colors. In the centre of the roof rises a cupola of liberal dimensions, the top of the dome at the base of the flagstaff being one hundred and fifty feet above the surface of the ground. The proportions of the cupola are such that when viewed from any point it charms the eye with its symmetry and harmonious proportions, notwithstanding the great length of the building."

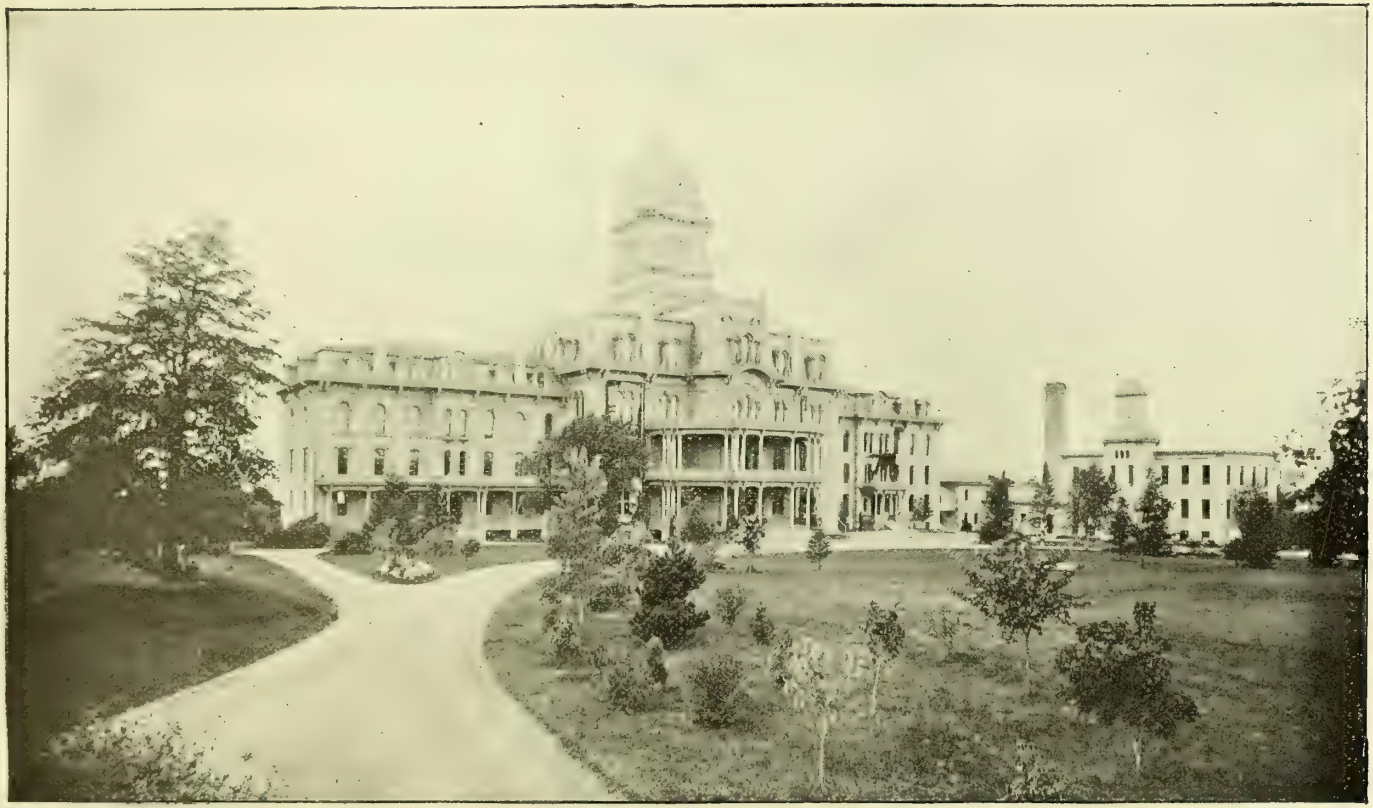
The site, consisting of fifty-four acres of land, selected and donated by the citizens of Faribault, is "beautiful for situation." It lies east of the city, on a bluff from seventy-five to one hundred feet above the level of Straight river, which separates it from the city, and yet is within ten minutes' walk of the post office and the business part of the city. East of the institution buildings, the land rises gradually to the height of over one hundred feet; so that, at a distance of 2,100 feet from the building, a never failing supply of pure spring water is obtained, with forty-five feet fall. This spring, with the land immediately around it, the institution owns and protects for its own exclusive use.

The entire cost to the State of the buildings erected for the deaf and dumb, and the improvements made up to date, amounts to about $150,000, exclusive of building for the blind. When completed, it is estimated the building will accommodate two hundred pupils. All of the large rooms, such as the chapel, dining-rooms, school-rooms, play-room for the little girls, public parlor, reception room, offices, library, and rooms for the superintendent's



1879 to 1893.


MINNESOTA SCHOOL FOR THE DEAF
W
E
A Girls' Sitting Room-31' 6" x 40'
B Girls' Study Rooms
C Bath Room and W. C. 12 x 19'
D Private Room 12' 6 x 13'
E Officers' Dining Room 20 x 26'
F Pupils' Dining Room 36 x 70'
G Pantry 10 x 14'
H Halls
I Girls' Reading Room and Library 18 x 33'
J School Supplies 12 x 14
K Sup'ts Office 20 x 21
L Visitors' Attendant's R. 11 x 12'
M Reception Room 20 x 20'
N Package Room 10 x 12'
O Boys' Reading Room 17 x 20'
P Bread Room 6 x 12'
Q Scullery
R Dumb Waiter Room
S Boys' Sitting Room 28' 6" x 40'
T Boys Study Rooms
V Vestibules
X China Closets
Y Verandas
PLAN OF FIRST FLOOR
Scale
10 5 0 10 20 30 40 50 60 70 80 90 100 Feet



Minnesota School for the Deaf, half-tone print.

family and the matron, will be in the central portion. The male pupils will occupy one wing and the females the other; with assistant officers located at convenient points to facilitate proper care and supervision by day and night. Most of the dormitories are on the third and fourth floors, each of which has access to five different stairways, besides a fire escape. Each wing is provided with hospital rooms, closets, and bath-rooms with hot and cold water on the first and second story. The entire building is lighted with gas from the city, and provided with a good system of ventilation; and when the steam heating apparatus is properly introduced, it is confidently predicted that the building and its various apartments will be admirably adapted to the uses for which it has been erected, and will prove to be a timely, wise, and economical investment on the part of the State.

Minnsota stands honorably beside her sister States in her care and treatment of her deaf and dumb children. It is only a little more than sixty years since the first institutiou of the kind was established in America, and during the past year over six thousand deaf-mute children and youths in the United States and Canada have been under instruction, at a cost of $1,500,000 or an annual expense of $250 per capita.

Estimating the population of Minnesota at 700,000, and one deaf and dumb person in every 1,500—a proportion not too large for the United States—and one third under twenty-five years of age, and it gives 153 deaf-mute children in the State to be educated. Ninety-three are to-day in the institution at Faribault, and enough more are expected daily to make the number one hundred, while the names and residences are known of one hundred more in the State, who have not as yet been educated. Let no one then say that too much has been done for these unfortunate children till all within this commonwealth have received the benefits of at least a common school education.

From a "Historical Sketch" of the school, written in 1884, and designed to form a part of Minnesota's Educational Exhibit at the New Orleans Exposition, is taken the following paragraph, which very properly has a place here:

It is worthy of note to mark the steady growth of the institution in periods of five years each. Five years after the passage of the first act establishing the institute in Faribault, the school was opened. Five years later, the north wing was completed and ready for occupancy. In five years more, the south wing was erected and occupied by sixty pupils, and the completion, furnishing and heating of the main centre building marks a period of five years more. Every advance has been made as the circumstances of the school demanded it, and not upon conjecture, or mere probabilities. It is confidently expected that the buildings, now provided will afford ample accommodations for the deaf-mutes of the state for the next ten or fifteen years. The object kept in view has been to build substantially, in good taste, with an eye to utility, wants of the future, and in a manner becoming a state enterprise.

As early as 1868, Superintendent Noyes, in his Annual Report, called public attention to the fact that there were, in the State, a certain number of children who were of too feeble intellect to be educated in the common schools. Several such had been sent to the School for the Deaf, but nothing could be done for them, for want of facilities. In later Reports, both the Board of Directors and the Superintendent repeatedly called the attention of the Legislature to the importance of making some provision for the care and training of these unfortunate children. The State Board of Health exerted its influence toward the same end. Finally, in 1879, the Legislature made a small appropriation and granted the Board authority to open an experimental department for feeble-minded children. In the fall of that year a small class of such children was organized in part of a large vacant building on the bluff, known by the name of Fairview Seminary, now the residence of Mr. George M. Gilmore. The school, started at first as an experiment, very soon more than proved its right to existence and the support of the State. The late Dr. H. M. Knight, founder and superintendent of the Connecticut school for feeble-minded children, rendered efficient aid in inaugurating the school. His son, Dr. George H. Knight, was appointed acting superintendent, and when the law of 1881 was passed, separating the three State schools at Faribault, Dr. Knight was chosen as the head of the School for the Feeble-minded. The temporary quarters at Fairview were exchanged for permanent ones in a commodious stone building, a short distance south of the School for the Blind. In 1885, Dr. Knight retired from superintendency, and his place was filled by the appointment of Dr. A. C. Rogers, who had had several years of experience in such work in Iowa. Dr. Rogers is still at the head of the school, which has grown, under his wise and capable administration, to considerable proportions, and is now one of the best equipped schools of its kind in America. No money appropriated by the State is expended for a nobler purpose than that which goes to the care and training of these helpless wards of the commonwealth.

Hitherto, the three departments for the deaf, the blind, and the feeble-minded, though in separate buildings, had been under the general direction of Superintendent Noyes. The rapid growth of the schools, and the multiplicity of duties that devolved upon the Superintendent, called for a change in the arrangement. It is best described in the words of the Second Biennial [Nineteenth and Twentieth Annual] Report of the Board of Directors, as follo ws:

In May, 1889, the internal government of the Institution was modified and re-organized. Superintendent Noyes retired from all official connection with the other departments and thereafter devoted himself exclusively to the interests of the Deaf and Dumb, this growing department demanding all his time and energy. Prof. J. J. Dow, who had faithfully and efficiently served as principal of the Blind school since June, 1875, was elected superintendent thereof: and Dr. Geo. H. Knight, who had been in actual charge since its opening was elected superintendent of the school for Idiotic and Imbeciles. These changes were effected with the free consent of all persons concerned who are still cordially co-operating in developing and building up their several branches of the great work.

This Institute is thus unique in its organization and is attracting the attention and general approbation of workers in other states. At the late national gathering at Jacksonville, Ills., a report of its organization and working was made a special order of the convention.

The several superintendents have full charge of the domestic and educational work in their respective schools. Their requisitions for supplies are honored and filled by one steward who is an officer of the Board of Directors. The Board manages and disburses all the funds and holds the superintendents and steward responsible each for his own work and its results.

As the separation of the two Schools marks an epoch in their history, the following table is given to show the increase of the number of deaf and blind pupils from year to year:

ANNUAL ATTENDANCE FOR ELEVEN YEARS.

	Deaf.	Blind.
1863	8 pupils.	
1864	20 "	
1865	23 "	
1866	28 "	4 pupils
1867	27 "	4 "
1868	51 "	7 "
1869	55 "	11 "
1870	61 "	15 "
1871	60 "	17 "
1872	66 "	16 "
1873	86 "	20 "

At the opening of school in the fall of '74, Supt. Noyes inaugurated a radical change in the order of the day. Hitherto there had been two sessions of school, one in the forenoon, and one in the afternoon. But henceforth the forenoon was to be devoted to school work, and the afternoon to industrial work. That the change may be better understood, both the old and the new orders are given below:

ORDER OF THE DAY. (OLD.)

Rise at 6 o'clock A. M.
Breakfast at 6½ A. M.
Work from 7 to 8½ A. M.
School from 9 to 12 M.
Dine at 12 M.
Work from 12½ to 1½ P. M.
School from 2 to 4 P. M.
Work from 4 to 5 P. M.
Recreation from 5 to 5½ or 6 P. M.
Supper at 6 P. M.
Study from 7 to 8 P. M.
Retire at 9 P. M.

N. B. The work hours above scheduled applied only to those employed in the cooper shop,—the only shop at the time. The other pupils had much more time for recreation.

ORDER OF THE DAY. (NEW.)

Rise at 6 A. M.
Breakfast at 6:30 A. M.
Recreation from 7 to 8 A. M.
Chapel exercises from 8:15 to 8:30 A. M.
Session of School from 8:30 to 12:30 P. M.
Recess from 10:15 to 10:30 A. M.
Dinner at 12:30 P. M.
Session of industries from 1 to 4:30 P. M.
Recreation from 4:30 to 5 P. M.
Supper at 5 P. M.
Recreation from 5:30 to 7 P. M.
Study from 7 to 8 P. M.
Younger pupils retire at 8:30 P. M.
All retire and lights out by 9:30 P. M.

DAVID H. CARROLL.

But once in its 30 years of history has the Minnesota School for the Deaf been called upon to mourn the loss of one of its corps of instructors by death, and in this single instance the bereavement was so great as to be well-nigh



D. H. Carroll,
Teacher in the Minnesota School for the Deaf, 1873—1882.
Died May 7, 1882.

FIRE, AND FIRE PROTECTION.

Since its establishment in '63, our School has but twice suffered any loss at the hands of the dreaded "fire fiend," and in both cases, most fortunately, it was detached wooden buildings that went up in smoke, so that comparatively little pecuniary loss was inflicted upon the State treasury. The first fire occurred during the winter of '82-'83, when the old cooper shop was totally consumed. It was promptly rebuilt on the same spot, and of the same general size and appearance. It is now occupied by the cabinet shop. The second fire took place May 11, 1883, and resulted in the complete destruction of the two story wooden building occupied by the tailor and shoe shops. It was not rebuilt. Temporary quarters were arranged for the two trades thus burned out. The Legislature was asked to provide for the erection of a new shop building. It did so, and, in 1885, a two story stone edifice was built, with a lofty basement story to be used as a gymnasium. The tailor and shoe shops were fitted up on the first floor, and the girls' sewing room on the second. At the same time, the old stone building adjoining the North Wing, occupied by the laundry on the first floor, and the printing-office on the second, was enlarged to nearly double its former size, by an addition on the west side. These improvements were the last, in the line of building, that were made for several years.

The main structure of our School, including the central part and the two wings, was erected at a period when the public had not yet become convinced that the highest form of economy in architecture is to make buildings as nearly fire-proof as possible, regardless of expense. Hence, as they stand to-day, they would not be able to offer adequate resistance, by means of their walls and partitions, to the devouring flames. But the best system of fire protection possible has been provided. The two wings, occupied as dormitories by the pupils, are furnished with external iron fire-escapes. Around the building are several hydrants, connecting with

the city water works. Inside, on each story, there is a small closet containing a fire plug, with hose attached, all ready for use at a moment's notice. Fire-axes are also placed at proper places. Three years ago, when our system of electric lighting was introduced, an automatic fire alarm system was also established. Every room in which there is a possibility of a fire occurring is connected, by means of a wire, with an annunciator and gong in the main hall. Thus a fire in any room of the building can be promptly located before it has gained much headway. A trusty night watchman makes the rounds every hour, while all are asleep, and an automatic register in the Superintendent's office records his hourly visit to every station in the buildings. Similar schools in some of our sister states have suffered great loss by fire, but it is to be hoped that constant vigilance, and the exercise of every precaution, will continue to give us immunity from any such disaster in the future, as it has in the past.

THE FIFTH CONFERENCE.

A noteworthy event in the history of the Minnesota School was the holding, within its walls, of the Fifth National Conference of Principals and Superintendents of Institutions for Deaf-Mutes, July 9–13, 1884. The Conference was attended by the leading representatives of the work, both in the United States and Canada, and its sessions were replete with interest and profit. Hon. R. A. Mott was unanimously accorded the honor of the chairmanship, and he wielded the gavel in such a manner as to win golden opinions from all present.

REUNIONS OF THE ALUMNI.

For some time there had been expressed among many of the alumni of the School a desire to hold a reunion for the purpose of social enjoyment, and to discuss matters pertain-

ing to the progress and general welfare of the deaf. This feeling came to a focus early in 1885, and steps were taken to hold a reunion during the following summer. The Board of Directors, through Superintendent Noyes, cordially extended an invitation to the graduates to have their gathering in Faribault as the guests of the School. The invitation was gladly accepted, and the date of June 24 was fixed upon for the assembly. It was well attended by representative alumni and former pupils. Regular daily meetings were held, and questions of interest and importance were discussed. There was shown, in the bearing of the deaf persons there assembled, the most convincing evidence of the greatness of the work that the State of Minnesota is doing for the deaf children within her borders.

Five years later, the second reunion was held, and again it was entertained at the School. This second gathering, in point of numbers and the variety and importance of the topics discussed, was superior to the first. A permanent organization was formed, under the title, "Minnesota Association of the Deaf," with a constitution and by-laws and a standing executive committee. The benefit of such meetings can not be over-estimated.

In his Sixth Biennial Report, Supt. Noyes had the following to say in regard to the

REUNION OF GRADUATES.

Five years ago last summer the graduates of this school held their first alumni meeting with sixty in attendance. On the 25th of last June they held a reunion at their Alma Mater and spent three days in convention. There were in attendance nearly one hundred deaf persons who took part in the deliberations. Everything was conducted in a manner creditable to any class of citizens. From a communication printed in a Philadelphia paper I quote the following concerning this meeting: "The delegates come from every part of the state, and even from outside. One came from California and another from Washington, D. C. They represented a great variety of trades and occupations. One of the members is an expert accountant in a leading Minneapolis bank, another is a clerk in the Minneapolis postoffice, two are teachers in the Minnesota school for the deaf, one is foreman of a printing office, several others earn their living by means of the "art preservative," two are students in the National Deaf Mute College, others occupy lucra-

tive positions in shoe factories, tailor shops, cabinet shops, while several are prosperous farmers, owning the land they cultivate. But the most notable fact about them is not the dignity of the positions they occupy, but that they are independent, self-supporting citizens of the state, producers as well as consumers, adding to the wealth of the commonwealth wherein they reside. Many have married and brought their children with them. As a rule, with hardly an exception, after leaving school the deaf man or woman leads a steady, earnest, industrious life, and belongs to the class of most useful citizens."

As the president of the convention expressed it, "the intelligence, courtesy, and good sense which they exhibited, one and all, and the evidence of material prosperity which they bore constitute a stronger and more convincing proof of the value of such a school as this than pages of eloquent words. A school can best be judged by the character of the young men and women whom it sends forth into the world. And if independence, self-reliance, self-respect, are characteristics of value, then the Minnesota school for the deaf can claim a place among the foremost. * * * The convention is over, but its effects will remain in the hearts of the delegates, who are now scattered over the State, pursuing their vocations as before, but with an added inspiration, and an increase of loyalty and affection for the State that has done so much for them."

ANOTHER CHANGE.

The steady growth of the school in the number of pupils, soon convinced the Superintendent that the continuance of the one session plan was inconvenient and must be abandoned. Accordingly, at the opening of a new school term, in the fall of 1886, the two session plan was inaugurated. By this arrangement, all the pupils are divided into two sections. While one section is in the school-rooms, the other is in the shops. The entire schedule is given below:

ORDER OF THE DAY.

Rise at	6.30	A. M.
Breakfast at	7	A. M.
Recreation	7.30 to 8.30	A. M.
Chapel exercises at	8.30	A. M.
Dine at	11.45	A. M.
Recreation	12.15 to 1	P. M.
In gymnasium, school boys	3.30 to 4	P. M.
In gymnasium, shop boys	4.30 to 5.30	P. M.
Supper at	5.30	P. M.
Recreation	6 to 7	P. M.

Study	7	to 8	P. M.
Retire at	8	to 9	P. M.

LITERARY WORK.

Classes—The 10th and 11th in school	8.45	to 11.45	A. M.
and from	1	to 3.30	P. M.
Classes—The 1st, 2nd, 3rd, 4th, and 8th in school	8.45	to 11.45	P. M
Classes—The 5th, 6th, 7th, and 9th in school	1	to 3.30	P. M.

INDUSTRIAL WORK.

Classes—The 5th, 6th, 7th, and 9th in shops	8.45	to 11.45	A. M.
Classes—The 1st, 2nd, 3rd, 4th. and 8th in shops	1	to 4	P. M.
Saturday, all in shops	8	to 11	A. M.

Saturday afternoon, half holiday.

SUNDAY EXERCISES.

Lecture in chapel	9	to 10	A. M.
Sunday-school	2	to 3	P. M.
Attend church or read	10.30	to 12	A. M.

The above arrangement was considerably modified at the opening of school in the fall of '92. The change is shown in the following schedule, taken from the Seventh Biennial Report:

LITERARY WORK.

Number of hours work per day	5 hours and 30 minutes.
Number of classes in school half a day	Nine.
Number of classes in school all day	Six.

HALF DAY CLASSES.

First Grammar Class	8:30	to 11:30	A. M.
Second Grammar Class	"	"	"
Oral Class	"	"	"
First Intermediate Class	"	"	"
Second Intermediate Class	"	"	"
Third Intermediate Class	"	"	"
First Primary Class	"	"	"
Second Primary Class	"	"	"
Third Primary Class	"	"	"

ALL DAY CLASSES.

Special Class	8:30	to 11:30	A. M.	and 1:00	to 3:30	P. M.
Aural and Oral Class	"	"	"	"	"	"
Fourth Primary Class	"	"	"	"	"	"
Fifth Primary Class	"	"	"	"	"	"
Sixth Primary Class	"	"	"	"	"	"
Seventh Primary Class	"	"	"	"	"	"

SABBATH SERVICES.

Sunday School	8:45 to 9:45 A. M.
Lecture in Chapel	2:30 to 3:30 P. M.

The older pupils attend church in the city, 10 to 12 M.

INDUSTRIAL WORK.

First Primary Class	8:30 to 11:20 A. M.
Second Primary Class	" " "
Third Primary Class	" " "
Third Intermediate Class	" " "

AFTERNOON CLASSES.

First Grammar Class	1:30 to 4:00 P. M.
Second Grammar Class	" " "
Oral Class	" " "
First Intermediate Class	" " "
Second Intermediate Class	" " "

ORDER OF THE DAY.

Rise at	6:30 A. M.
Breakfast at	7:00 A. M.
Recreation	7:30 to 8:30 A. M.
In school	8:30 to 11:30 A. M.
Chapel exercises	11:30 to 11:45 A. M.
Dine at	11:45 A. M.
Recreation	12:15 to 1:00 P. M.
In gymnasium, school boys	3:30 to 4:30 P. M.
In gymnasium, shop boys	4:30 to 5:30 P. M.
Supper at	5:30 P. M.
Recreation	6:00 to 7:00 P. M.
Study	7:00 to 8:00 P. M.
Retire at	8:00 and 9:00 P. M.

LAW OF 1887.

At the session of the Legislature in 1887, the following act, carefully drawn up by Secretary Mott, and approved by the other members of the Board, was presented and passed. It still remains unchanged, and the three schools, under its provisions, are working most harmoniously and satisfactorily :

AN ACT FOR BETTER REGULATION OF THE MINNESOTA INSTITUTE FOR THE DEAF, THE BLIND, AND THE FEEBLE-MINDED.

Be it enacted by the legislature of the state of Minnesota.

SEC. 1. That the institution heretofore established at Faribault, Minnesota, for the education of the deaf, dumb and blind and styled "THE MINNESOTA DEAF, DUMB AND BLIND INSTITUTE" shall hereafter be known and designated as "THE MINNESOTA INSTITUTE FOR DEFECTIVES." It shall be located at Faribault and consist of three departments, to-wit:

THE SCHOOL FOR THE DEAF,
THE SCHOOL FOR THE BLIND,
THE SCHOOL FOR THE FEEBLE-MINDED.

SEC. 2. Said institute shall be controlled by a board of five directors together with the governor and superintendent of public instruction who shall be ex-officio members of said board, such directors shall be appointed by the governor by and with the advice and consent of the senate for the term of five years each and until their successors are appointed and qualified provided, that the present members shall serve for the full term for which they are respectively appointed. All vacancies occurring in the said board shall be filled by appointment in like manner as aforesaid to fill the unexpired term.

SEC. 3. Said board of directors shall annually elect from their number a president, treasurer and secretary who shall hold their offices until their successors are chosen and qualified and they shall annually elect a steward whose compensation shall be fixed by the said board. Three of said directors shall constitute a quorum and they shall hold monthly meetings for the transaction of business.

SEC. 4. Said directors shall have the general management and supervision of said institute, shall prescribe all rules and regulations for the government thereof and the admission of pupils thereto and generally perform all acts necessary to render the Institute efficient for the purposes for which the same is established, to-wit: the relief and instruction of the deaf, the blind, the feeble-minded and the care and custody of the epileptic and idiotic of the state and they may introduce and establish such trades and manual industries as in their judgment will best train their pupils for future self-support.

SEC. 5. Said board of directors shall appoint competent superintendents of the said several departments to hold their offices during the pleasure of the board. Such superintendents shall name all the subordinate officers of their several depart-

ments, and such nominations shall be confirmed or rejected by the board.

SEC. 6. All deaf persons, all blind persons, and all feeble-minded persons, residents of this state who in the opinion of the several superintendents are of suitable age and capacity to receive instruction in these schools and whose defects prevent them from receiving proper training in the public schools of the state, may be admitted to their respective departments and receive the benefit of this institute free of charge subject to such rules and regulations as may be made by the board of directors, and they shall be provided by their friends, relatives or the county from which they came, with sufficient funds to furnish them with proper clothing, postage and transportatoin.

SEC. 7. All indigent and destitute persons, who are proper subjects for this institute and those who have no parents, friends or guardians known to the authorities of their respective counties able to provide for them, are hereby made a charge upon the several counties in which they reside, for the sum fixed by the said board for the postage, clothing and transportation of such persons not to exceed for each the sum of forty dolllars annually, which facts of destitution and indigence shall be established *prima facie* by the certificate thereof of the judge of probate of the county where such persons respectively reside, and upon the presentation of a certificate of the superintendent attested by the secretary of the board to the auditor of any county, that such destitute or indigent person is a regular and proper inmate of his department of this institute from such county, and of the sum fixed by the board as a condition of admission said auditor shall draw his order on the treasurer of his county in favor of such superintendent for such sum of money as has been fixed as aforesaid by the board as a condition of the admission to this institute, not to exceed the sum of forty dollars, and annually thereafter on or before the first day of October of each year, upon receipt of the report of the superintendent as to the condition of such funds, he shall draw his further order upon the treasurer of his county for such sum which added to the balance in the hands of said superintendent shall equal the sum so fixed by the board of directors so long as such person shall remain at said institute, and the county treasurer upon whom such order is drawn shall pay the same upon presentation, and the said superintendent shall use the said fund only in supplying said inmate with proper clothing, postage and transportation, and shall keep and render annually on the first day of August to the board of directors and to such county auditors a strict and detailed account thereof.

SEC. 8. The treasurer elect of the board shall, before entering upon the duties of his office, give a bond in an amount and executed in the manner prescribed by chapter 131 of the General Laws of 1883 or other laws of this state and shall safely keep and faithfully disburse all moneys coming into his hands for the use of said institute, shall keep separate accounts with all general and special funds appropriated for said institute and render an exact and detailed account of each and all expenditures whenever the said board shall require, and shall receive such compensation for his services as said board shall fix not to exceed one hundred dollars per annum. The secretary shall perform such services consistent with his office as said board shall require and shall receive for such services a sum not exceeding three hundred dollars per annum.

SEC. 9. The board of directors shall take and hold in trust for said institute all lands or other property granted, given, devised or conveyed to the Minnesota Deaf, Dumb and Blind Institute or hereafter to be granted, given, devised or conveyed to this Minnesota Institute for Defectives to be applied and used at Faribault aforesaid, and any money now or hereafter appropriated or intrusted to said institute may be drawn at any time from the state treasury upon the order of the board of directors and the presentation of proper vouchers to the state auditor.

SEC. 10. On or before the first day of November of each year and oftener, if required, the several superintendents, steward and treasurer shall render to the board of directors full and complete reports of their lines of work accompanied by such recommendations as may seem to them wise and proper and bi-ennially on or before the first day of December preceding the regular sessions of the legislature the said board of directors shall furnish the governor a printed report of said institute for the two years ending on the preceding July 31st. Said report shall contain a full history of the several schools of the institute with reports of the superintendents and other officers of the institute such as is common from like institutions in the country. It shall contain a complete statement of the accounts with all the funds general and special appropriated or belonging to said institute with a detailed statement of disbursements. The state authorities shall print and deliver to the proper officers for the use of the legislature and state officers five copies for each and shall deliver to the officers of said institute the number estimated by them to be necessary for the use thereof not to exceed five for each member enrolled therein.

SEC. 11. Title two of chapter thirty-five of the General Statutes 1878, chapter 145 of the General Laws of 1881, and all acts and parts of acts of inconsistent with this act are hereby repealed, saving and and excepting all rights that have accrued thereunder.

SEC. 12. This act shall take effect and be in force from and after its passage.

TWENTY-FIFTH ANNIVERSARY.

The close of the term in June, 1888, was also the close of the twenty-fifth school year. In cognisance of that fact, the Commencement Exercises were arranged with a view to commemorate the event. Judge R. A. Mott was selected as the orator of the occasion, and his daughter, Miss Alice, furnished the following original poem :

"SPEECH IS SILVERN."

IN the far-away days of creation,
When the Heavens and Earth were young,
We sinned, and Jove, in his anger,
Put in every man's mouth, a tongue :
And then, from our homes and our firesides,

Arose a great sound of debate,
And argument soon begat combat;
And difference soon begat hate:
The children of Earth were distracted
By slander, and tumult, and wrong;
For Man, who bridles the lightning,
Could not learn to bridle his tongue.

But, amid this wild disputation,
There wandered a quiet folk,
Who never, by clamorous discourse,
Their peaceful silence broke;
Until this structure imposing,
As far as the eye can reach
Was builded, like Babel the famous,
To improve the gift of speech:
And here sealed lips are opened,
And tongues have lost their weight,
And here the Dumb grow learned.
In discussion and debate.

Now speech is called the silvern,
But silence is all of gold,
And since the silver trumpet
Has entered our own strong-hold;
In order that Silence, the golden,
May never be banished quite;
In order that peace and quiet
May sometimes gladden the sight;
Let the deaf of the next generation
Build a school, on yonder hill,
Where a few of our hearing brothers,—
And sisters,— may learn to keep still.

Judge Mott's address consisted of a brief review of the founding and growth of the three State schools located in Faribault, together with some statistics of the first quarter of a century. The parts that relate more directly to the School for the Deaf are here reproduced:

EXTRACTS FROM HON. R. A. MOTT'S ADDRESS IN COMMEMORATION OF THE TWENTY-FIFTH ANNIVERSARY.

This school, which to-day closes its twenty-five years of active work, still in its youth, has already come to be known in Europe and America, and wherever its reports have gone, as in many respects a model institution. I was introduced not long since by an eminent man to a national convention as one of the fathers of an institution which had built the finest home for the deaf on the continent, and I think that the splendid record of our graduates is unsurpassed in the history of deaf-mute work.

Our first state legislature located in Faribault a state school for the deaf and dumb on condition that we would donate forty acres of land. We met the condition, and the location was secured. This act was approved by our honored first governor, Gen. H. H. Sibley. In the winter of 1863 the legislature provided for the opening of a school for the indigent deaf and dumb, and appointed Geo. F. Batchelder, David H. Frost and myself commissioners to carry out the provisions of the act. This measure received the approval of Gov. Ramsey, March 4 1863. No one of these gentlemen had any experience in or knowledge of this work. Judge Frost wrote me that he was altogether ingorant of it, but whatever we did was all right. He never even met us in consultation. Mr. Batchelder was a man of enthusiasm and great public spirit, but at that time a very busy merchant and had no time to post up on the requirements of the new enterprise. He said if I would do what was necessary, he for his part would cash the state warrants, which were then at 15 per cent discount, at par. I notice that soon after he began to redeem this promise State orders were worth their face, and have ever since remained at par, a fact which I have always credited to the generosity of Mr. Batchelder.

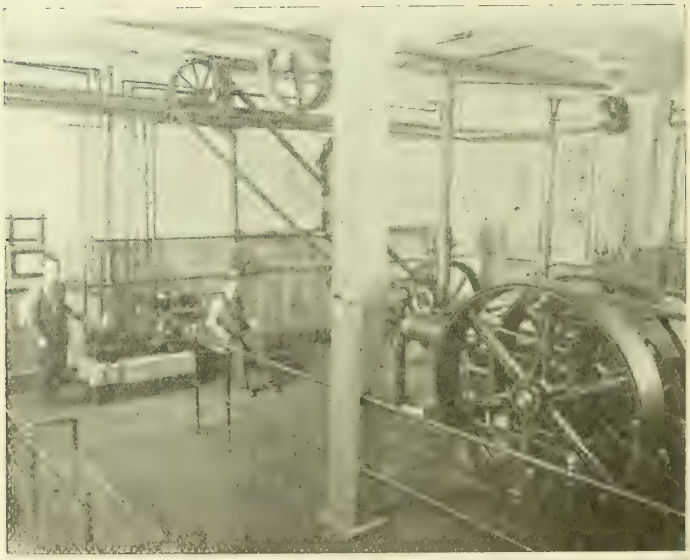
I wrote for information to all like institutions in the country, and received prompt and full letters in reply and stacks of reports, and began to cram like a senior before final examinations. Before June 1st we had received nine applications for the place of principal. In June I visited Ohio and engaged the services of Prof. R. H. Kinney, for two years a teacher in the Columbus school for the deaf, who was highly recommended to us, and in whose behalf Gov. Ramsey had written a warm letter.

Our school opened in the old store and dwelling house of Maj. Fowler, on Front street, Sept. 9, 1863, and in a few days numbered eight desolate, homesick pupils, who had no idea whether they were consigned to a perpetual prison or were brought here to be fattened for the market. Several refused to eat at the common table, and messes were placed on the floor of their sitting room which were readily devoured when the officers retired. Several I took to my home to be patted on the head and convinced that they were with friends.

Gov. Ramsey had given us the executive advice in one word "economize," and we reported to the next legislature that we had furnished the building throughout for family and school with stoves, fuel, bedding, crockery, etc., school room



Dynamo Room.



Engine Room.

furniture and supplies, paid the superintendent, officers, teachers, and servants six months' salary; paid all current expenses, one half year's rent, owed nothing and had of the $1,500 appropriated an unexpended balance in the treasury of $92.20, and from that day to this, year by year, we have repeated the record. In no single year has our current expense fund been exhausted.

For the first three years I served as secretary, treasurer and steward, and often officiated as nurse. One day I received a note from the matron requiring my presence at the institution. I hurried from my office, four blocks away, to be gravely informed on my arrival that she was out of mop rags and that in all state institutions it was the business of the steward to furnish them. I told her that was a very important and doubtful question; that I would go back and consult Howard's practice reports which were good authority on both sides of most every question, and act accordingly. Please excuse these personal references. I shall never tell them in public again, and I think that in those three years I earned the right to allude to them just once.

After three years' service Mr. Kinney retired from the superintendency. He lately died at his post in the school for the deaf, in Texas. Prof. J. L. Noyes, of Hartford, Conn., an experienced teacher of the deaf in several states, was elected his successor. Mr. Noyes arrived at this place and began work Sept. 3, 1886. For a long time he was the superintendent of this institute with its several departments, and has ever since been the executive head of this school, and to you who know him, and in his presence, I need only say that the record of his faithfulness and ability is engraven upon every page of its history.

* * *

The duty of providing instruction in the manual arts was early recognized by the superintendent and board. The first shop was built and equipped nineteen years ago, and ever since the pupils have been required to select and learn some trade. A portion of each day is devoted to systematic work. This has not only insured their future comfort and physical development which has attracted attention, but has contributed surprisingly to their intellectual power, as can be attested by the records of the National Deaf-Mute College where our Minnesota boys have a habit of taking the valedictory. Each school is also now equipped with a modest gymnasium.

Our buildings are well adapted to their use, have mostly

been built of our own stone and at moderate figures. We have suffered from no blunder, accident or failure of architect, contractor or builder. The cost of land and buildings, for all departments, is not far from $350,000. In only one item of expenditure are we conscious of extravagance. When we built this edifice for the deaf we imagined it necessary to follow the example of other states and expend largely for the public eye, and so we crowned it with the dome which you see. We want you to forgive and admire and we will remember hereafter that the hard earned contributions of our generous people should be expended for use rather than ornament.

The buildings are well heated with steam generated outside, thoroughly ventilated, supplied with fire-escapes, gas, and water; stand-pipes and hose on every story with outside hydrants connected with the city water works. We carry $190,000 fire insurance generally at one per cent for three years. No insurance company has been called upon to pay a cent of loss.

* * *

Fellow citizens, this work is before you. No man, no one set of men, can claim all the credit. If we have been reasonably successful, it is due, I should say, first, to the fact that there has been unanimity and constant care on the part of the directors, and that a quorum has always been accessible. Second, the superintendents and officers of the several schools have been men of large view and untiring zeal, which has rendered co-operation easy and effective. Third, the royal support and strength which has been given without stint, by our government in all its departments, which to-day we most gratefully acknowledge. And lastly, the material support and sympathy which has flowed in like a river from the people of all portions of the State.

Let no man ever distrust the great heart of the American people charged with the duty of bringing light and joy to American homes. We shall soon pass away, but these monuments of the beneficence of the North Star State shall endure.

ANOTHER ANNIVERSARY.

At the Commencement Exercises, in June, 1891, an incident occurred that was not upon the programme. This was the presentation to Superintendent Noyes of a hand

somely engrossed testimonial in honor of the completion of the twenty-fifth year of his superintendency. It was the gift of the graduates, about thirty or forty of whom had affixed their names to it. As it marked an epoch in the School's history, the wording of the testimonial is given below:

MINNESOTA SCHOOL FOR THE DEAF.
1866-1891.

SUPERINTENDENT J. L. NOYES,
DEAR AND HONORED FRIEND,

A quarter of a century has passed since you left your home and friends in the East and came to the then wild and sparsely-settled West, to assume the superintendency of a small and poorly-equipped school for the deaf. Fortunate, indeed, for the deaf of Minnesota was the day that witnessed your appointment as Superintendent of this School. From a small frame building, accommodating less than a score of children, has arisen our present fine structure, affording educational facilities for more than two hundred pupils.

For twenty-five years you have labored, heart and soul, for the welfare of the deaf of this State. We, whose names are recorded below, and who owe you so much, speaking for the hundreds of your pupils who know and love you, offer our sincerest congratulations upon your long and beneficial management of this School; and it is our earnest prayer that your presence and influence may continue among us for many years to come.

ELECTRIC LIGHTS.

The Legislature, in 1889, made appropriation for an electric light plant in our School. The boys' gymnasuim, in the basement of the shop building, was refitted as a new engine and dynamo room, additional boilers were procured, and for several months a force of men were engaged in putting in the necessary system of wires. In the fall of 1890, the work was completed, and that subtle and mysterious agent, electricity, has since lighted our great buildings. Under the careful direction of our skillful and capable engineer, Mr. A. B. Irvine, the system has worked admirably, with hardly a hitch or hindrance of any kind.

HON. HORACE E. BARRON.

February 27, 1892, the School lost a most faithful and efficient officer by the death of Hon. H. E. Barron, the Steward. For nearly twenty-six years he was connected with it in different capacities,—as Secretary of the Board, as one of the Building Committee, as President of the Board, and, for more than ten years, as Steward and Supt. of construction. Appropriate resolutions were passed by the Board of Directors, a copy of which is here inserted:

WHEREAS one of our foremost citizens, our personal friend and associate for many years, one intensely active to promote the best interest of our Institution and our commonwealth, has been suddenly stricken down and removed by death from our midst, now therefore, be it resolved:

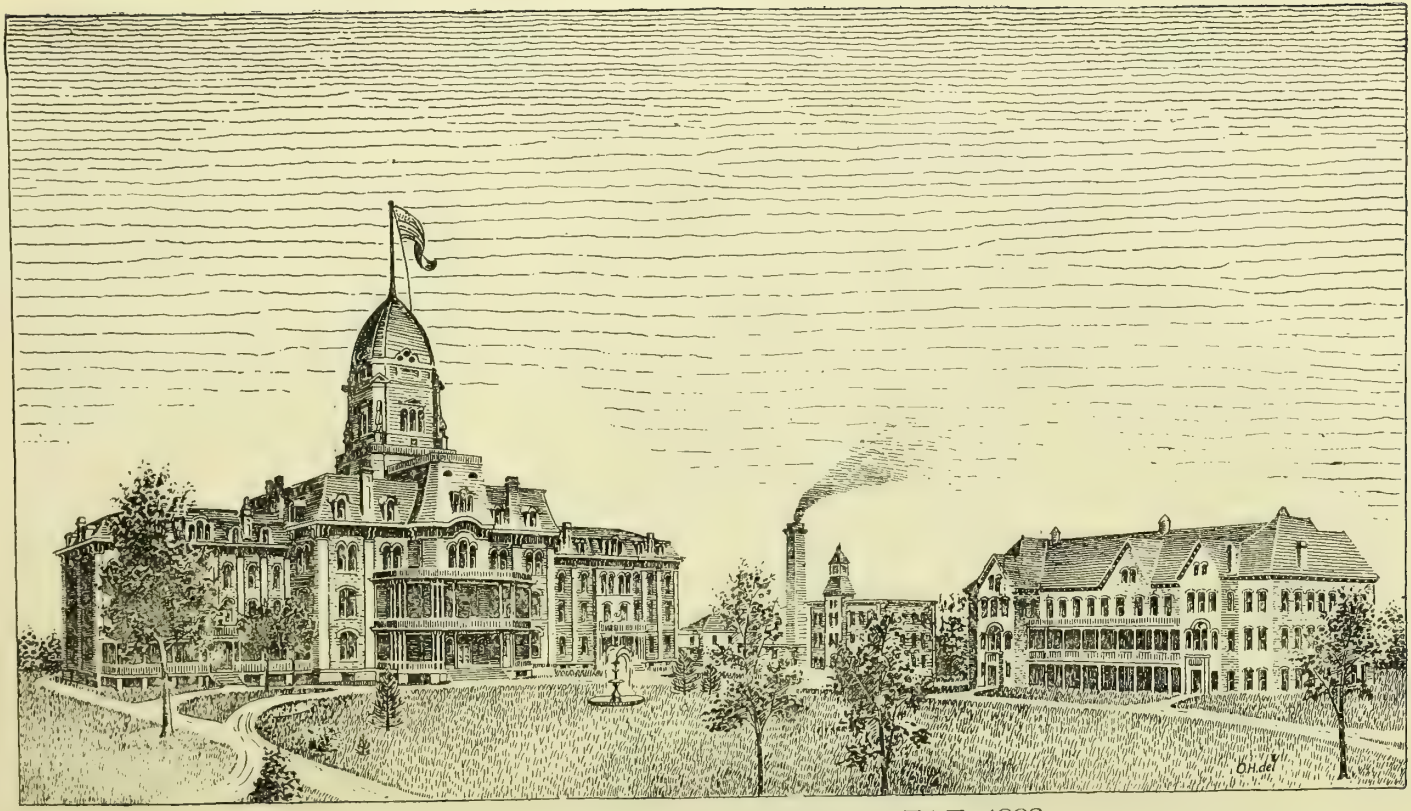
1st, That we sympathize most deeply with the bereaved widow and daughter of our departed friend and co-worker for their unspeakable loss.

2d, We desire to record our emphatic testimony to his transparent honesty, untiring zeal, faithfulness and unselfishness during his unbroken connection for a quarter of a century with our State Institution work as director, President of the Board, and of late years as its fiscal agent and superintendent of construction. In the discharge of the functions of these several places of trust, he has revealed himself perhaps more fully to us than to most others as a man of large heart and fearless integrity, while his tenderness for all the unfortunate was a perennial spring.

3d, In earnest of our personal affection and as a monument to his noble character, we hereby dedicate the new building of the School for the Deaf to his memory and name it Barron Hall.

T. B. CLEMENT,
HUDSON WILSON,
R. A. MOTT,
GEO. E. SKINNER,
ANTHONY KELLY,
} Directors.

J. L. NOYES,
Superintendent School for the Deaf.
J. J. DOW,
Superintendent School for the Blind.
A. C. ROGERS,
Superintendent School for the Feeble Minded.



MINNESOTA SCHOOL FOR THE DEAF, 1893.

MAIN STRUCTURE. ENGINE HOUSE SHOP BUILDING BARRON HALL.

From a Sketch by O. Hanson, one of the Graduates.

BARRON HALL.

In his Sixteenth Annual Report, 1878, Supt. Noyes made the following statement:

It is confidently expected that, upon the completion of the main building, the institution will have ample accommodation for the deaf-mutes of the State for, at least, the next ten or fifteen years.

It is worthy of note, as something of a coincidence, that it was just ten years later, in 1888, that application was made to the Legislature for funds to erect a detached boys' dormitory; and, in 1893, just fifteen years from the time of Supt. Noyes's forecast, the new building was completed and occupied. The appropriation therefor was made at the legislative session of 1891, and the building was finished and taken possession of by the boys on the 10th of January last. The following accurate and detailed description of the structure is copied from the *Faribault Republican*:

On Friday evening last the new building constructed for dormitory purposes in connection with the Minnesota School for the Deaf, was thoroughly warmed and lighted for the first time, and thrown open for public inspection. The Faribault C. O. D. Club, also, by permission, celebrated the opening by giving one of their regular evening parties in a large hall on the second floor of the building.

The building is one of the finest of those belonging to the State educational system in this city and has been constructed in accordance with the most approved principles of modern architecture.

The walls are of Faribault blue limestone from Cromer's quarry. The building occupies a site at a right angle with the line of the school buildings and fronts the south. Its extreme length east and west is 182 ft. 8 in. At each end there are projections beyond the line of the main building. The width, at the ends, is 86 ft. 8 inches.

The elevation from the ground level to the roof is 40 feet, and comprises two stories above the basement. The height of the basement is 14 feet and of each of the stories 12 ft. The caps and sills, and panels about the entrances are of cut stone from the marble tier. The roof is of tin with a steep pitch, and presents three gables to the south, and one on the north. The building is divided through the centre by a fire wall, and each end is nearly a duplicate of the other in arrangement and finish.

There is nothing airy about the architecture, but the general impression conveyed is one of substantial and imposing solidity. The basement contains a hall 25x20 ft. a gymnasium 28x42, also a trunk room, linen room, toilet and bath room, provided with hot and

cold water, barber shop, coat room, storage rooms, etc. Cement floors are laid in the rooms where water is used.

Upon the first floor the principal rooms are a hall 20x40 ft.; library rooms 11x18; reading room 26x18; study room 28x42 and dormitory 35x38.

The second floor comprises a main hospital room and one for convalescents, matron's room adjoining hospital, bath room, dormitory 42x28 and one 35x38, together with smaller rooms and closets.

There are chutes connecting each story with linen room in the basement, and dust chutes to convey the sweepings to the outside. The floors of the basement are of Portland cement and Georgia pine, and of the first and second floors hard maple.

As the main purpose of the building is for dormitory uses, the matter of fire escapes has not been neglected. On the front there are two ladders extending from the roof to the ground and on the rear an iron ladder connected with each story, extends to the ground. The building is as nearly fire proof as one with wood finish can be made, the stairways being of iron, and the beams sheathed with corrugated steel plates, with which the rooms are also ceiled. Grouting is filled in beneath the floors leaving no air space in which fire can spread. As there is no door way in the central fire wall, the only communication between the two ends of the building is by the means of an outside corridor extending the length of the south front first floor. There are ventilating flues for each room coucentrating in a main shaft in the attic.

The building is warmed by steam heating furnaces on the high pressure system. Electric incandescent lights are used, but the building is also fitted for gas.

The stone work was erected on contract by Gibson Warmington, the price being $20,570. A. H. Hatch had the contract for the carpenter work at $20,900. Adamant was used for plastering, which was put on by James Wilson, of St. Paul. The plumbing was done by Hudner & Co., of St. Paul. Carufel & Reed put in the tin and sheet iron work, and Fink Bros. did the painting. The work was commenced under the superintendence of the late H. E. Barron, steward of the Institutions, in whose memory the building is named. After his death it was carried to completion under the superintendence of Mr. L. Ruggles, which is a sufficient guarantee that every part was well and faithfully executed. The entire cost of the building was in the neighborhood of $ 50,000.

Appended is a schedule showing the growth of the School in the number of pupils, from year to year. It is a continnation of that given on page 23:

	Pupils.
1874	104
1875	110
1876	103
1877	101
1878	107
1879	118
1880	134
1881	135
1882	140
1883	137
1884	135
1885	158
1886	165
1887–8	177
1888–9	181
1889–90	197
1890–91	206
1891–92	212

THE GROUNDS.

During all the years in which the School was growing to its present proportions, while building after building was being erected, the improvements in the grounds kept pace with the structural development. In the early days, the land was in a rather wild and uneven condition, disfigured by unsightly stumps and undergrowth. Across the eastern part, from southeast to northwest, flowed a sluggish brook, opening into a pond right in front of the School, where myriads of frogs were wont to waste the sweetness of their voices on deaf ears during the spring and early summer. Leaving the pond, the brook entered a ravine, and thence carried the sewerage of the School to Straight river. The barn was across the creek from the School, and it was necessary to build a corduroy road to prevent the horse from being "sloughed" in wet weather. In the course of years, many changes for the better occurred. The stumps and undergowth were cleared away, unevenness of surface was graded down, the creek and pond were filled in until no

trace of them remained, roads and paths were laid out, evergreens and other ornamental trees were set out in pleasing groups, flower borders were tastefully arranged, etc., etc.,—until now the whole tract of 65 acres presents a park-like appearance, in which the more artificial style of the eastern part is pleasingly varied by the natural wildness of the bluffs and ravines on the west, abounding, in the spring, with a rich profusion of graceful ferns and fragrant wild flowers. The credit for the present attractive appearance of the grounds is due, chiefly, to Mr. Olof Pehrsson, who has been employed as gardener and landscape artist for a period of twenty years, and who is a man of practical education and good judgment in all things pertaining to his work.

CONCLUSION OF HISTORICAL SKETCH.

In the foregoing pages, it has been the design to give as accurate and circumstantial an account as possible of the material progress of the Minnesota School for the Deaf during the past thirty years, 1863–1893. Step by step, there has been built up here in Faribault, through the beneficence of a generous State, and by the fostering care of able and faithful directors and school officers, a public institution that can command the respect and admiration of other states.

The Minnesota School was the twenty-third, in point of time, to be established in the United States. In the value of of its grounds and buildings, it ranks eleventh; in size, estimated on the basis of the number of pupils now enrol'ed, thirteenth; and in the number of pupils that have received instruction, twelfth. But in the extent and beauty of its grounds, in the healthfulness of its location, in the beauty, symmetry, and convenience of its buildings, it can challenge comparison with any similar institution in the Union. No whisper of scandal, no charge of mismanagement has ever been breathed against it. Political considerations have never had any voice in the appointment of officers, and it is to be hoped that they never will. The present Board of Directors is



Minnesota School for the Deaf, 1893.
View from Southeastern part of the grounds.

composed of men of both great political parties, appointed for their fitness, and for no other reason. Thus far in the history of Minnesota, it has been recognized that the educational institutions of the state belong to the people, the whole people, and not to a political party; and so long as this sentiment continues to prevail, so long as our state schools are placed on a plane above the turmoil of party politics, just so long will they maintain the high standard they have attained.

The material development of the Minnesota School for the Deaf during the past three decades has not been phenomenal, but it has been steady and rapid.

We may confidently look forward to a like progress in the future. The people of the commonwealth, through their law makers, will ever be ready to forward the interests of such a useful institution as this has proven itself to be; and the State, with its vast wealth of natural resources as yet only partially developed, will always be in a position to maintain, in a liberal manner, the educational institutions which constitute her greatest strength and glory.

EDUCATIONAL DEVELOPMENT.

Intellectual Department.

The method of instruction followed in the Minnesota School for the Deaf is the one that has earned the right to be called by the distinctive name of the "American Combined System." The underlying principle of this system is "the greatest good to the greatest number," and to carry this out, the schools following it aim to combine, harmoniously, all methods that have stood the test of time and experience.

It is unnecessary to point out that all deaf children are not alike in their capability for receiving instruction. From the highest grade of intellect to the lowest, there is the widest possible divergence. Hence, it is utterly impossible for one single method of teaching to serve the purpose, with justice to all. Some children are born deaf; others lose their hearing in infancy, in childhood, or even later. The latter usually come to school retaining more or less of the ability to speak, while the former come with their vocal organs mute and their minds a blank. It is generally admitted at the present day, that a certain proportion of deaf children can and should be educated by means of speech and speech-reading. The main difference of opinion is in regard to what proportion can be so educated *successfully*. Some enthusiastic extremists assert that all are susceptible of such training. But their zeal for their own method blinds them to the best interests of a considerable number of deaf children, whose minds are so narrowed and limited by nature that so difficult a thing as artificial speech is practically impossible. There must be, then, a dividing line, where the teaching of

speech is so unsatisfactory that the slight acquisition of vocal utterance does not counterbalance the loss of general knowledge. Next to the injustice of trying to educate *all* deaf children by means of artificial speech would be the wrong of teaching them entirely without it. The "Combined System," avoiding the Scylla and Charybdis of the extremists, gives all the deaf children a fair opportunity to profit by oral instruction, and continues such instruction when it is evident that it will result in practical benefit to the pupil. In other cases instruction is given by means of writing and the manual alphabet, the sign, or gesture, language being employed as an auxiliary. This system has not yet attained its highest degree of perfection, but every year witnesses a forward step; and we may confidently anticipate the time when it will stand, on its own merits, as the foremost method of instructing the deaf in the world.

Among the exponents of the "Combined System," the Minnesota School to-day is found in the front rank. It embraces, in its course, a manual method, an oral method, an aural method, and a special method designed for those of the lowest grade of intellect. In these respects it can challenge comparison with any school of its kind in America.

On all educational questions, the management of this School has always taken the most advanced positions, and, in not a few cases, it has led others. A perusal of the Reports of the Superintendent during the past twenty-seven years will show this to be true.

In order that some idea may be gained of the educational changes, there are given below two Outlines of the Course of Study,—one being the first published, and the other the last, as appearing in the Seventh Biennial Report:

COURSE OF STUDY. (1867).

FOURTH CLASS.

1. Exercises in the use of Manual Alphabet.
2. Jacobs's Primary Lessons, Part I.
3. Original exercises in the use of words.
4. Exercises in simple addition and subtraction.
5. Penmanship.

THIRD CLASS.

1. Jacobs's Primary Lessons, Part I. and II.
2. Daily exercises in the use of words and phrases.
3. Original composition.
4. The first three rules in arithmetic.
5. Scripture Lessons for the Young, by Dr. H. P. Peet.
6. Penmanship.

SECOND CLASS.

1. Jacobs's Primary Lessoos, Part II, completed.
2. First Lessons, in Geography, by James Monteith, or Guyot's Primary Geography.
3. Class Book of Nature.
4. Daily exercises in the use of words and phrases.
5. Written Arithmetic, by G. P. Quackenbos.
6. Original composition.
7. Scripture Lessons, by Dr. H. P. Peet.
8. Penmanship.

FIRST CLASS.

1. Primary American History, by Marcius Wilson.
2. Class Book of Nature,—Human Body.
3. McNally's Geography, No. 5.
4. Written Arithmetic,—Ray's Practical.
5. English Grammar, by S. W. Clark.
6. Daily exercises in the use of words and phrases.
7. Original compositions.
8. Bible Lessons from Gospels.
9. Penmanship.

OUTLINE OF A TEN-YEAR COURSE OF STUDY. (1893.)

PRIMARY DEPARTMENT.

First Grade.

Language: Names of common objects. Proper names. Simple verbs, preferably such as can be acted in the school room. Present tense only, at first. Simple declarative and interrogative sentences. Writing and manual spelling. Special attention given to action and object teaching. Sweet's First Lesson in English, No. 1, as a guide to the teacher. Wing's Symbols as an auxiliary in sentence construction.

Arithmetic: Numbers from one to ten. Exercises in combining and arranging objects, using the numbers in simple sentences. Mental drill.

Penmanship: Simple exercises in tracing and copying, with special attention to the correct position of the body, arm, and hand.

Miscellaneous: Daily exercises in calisthenics. Manners and morals.

Second Grade.

Language: Principles of First Grade reviewed. Sentence writing in enlarged form, including present, past, and future tenses. Writing from objects, actions, and pictures. Frequent exercises in questions and answers. Letter writing commenced. Memory

School Room, First G

lessons. Reading lessons prepared by the teacher. Reproduction. First Lessons in English, No. 1, completed and reviewed, and No. 2. introduced. Wing's Symbols.

Arithmetic: Exercises of First Grade continued with larger numbers. Addition and subtraction, with simple problems. Mental work.

Penmanship: Copying and tracing. Drill in free movements.

Miscellaneous: Daily exercises in calisthenics. Manners and morals.

Third Grade.

Language: Principles of second grade reviewed. Letter and story writing. Memory lessons. Reading lessons prepared by the teacher. Reproduction. Writing from actions and pictures. Items. First lessons in English, No. 2, completed and reviewed. Wing's Symbols.

Arithmetic: Simple exercises involving the four fundamental principles in figures and problems. Simple analysis. Mental drill.

Penmanship: Copy books with practice sheets.

Miscellaneous: Calisthenics. Manners and morals.

Fourth Grade.

Language: Principles of third grade reviewed. Memory lessons. Reading lessons prepared by the teacher. Reproduction. Letter, story, and item writing. Action and picture description. First lessons in English, No. 3. Wing's Symbols.

Arithmetic: Exercises of preceding grade enlarged upon. The Franklin Primary Arithmetic used as a guide. Simple analysis. Mental drill.

Penmanship: Copy books with practice sheets.

Miscellaneous: Calisthenics. Manners and morals.

Fifth Grade.

Language: Principles of fourth grade reviewed. Letter and story writing. Reading lessons. Reproduction. Action, picture, and item writing. Memory lessons. First lessons in English, No. 3, completed and reviewed, and No. 4 taken up. Wing's Symbols.

Arithmetic: The Franklin Primary Arithmetic. Analysis. Mental drill.

Penmanship: Copy books, with practice sheets,

Miscellaneous: Calisthenics. Manners and morals.

INTERMEDIATE DEPARTMENT.

Sixth Grade.

Language: Principles of fifth grade reviewed. Letter and story writing. Reading lessons, Harper's Second Reader, Reproduction. Actions and items. First Lessons in English. No. 4, completed and reviewed. Wing's Symbols.

Geography: Local.

Arithmetic: The Franklin Primary. Analysis. Mental drill.

Penmanship: Copy books, with practice sheets.

Miscellaneous: Manners and morals.

Seventh Grade.

Language: Principles of sixth grade reviewed. Letter and story writing. Reading lessons, Harper's Second Reader. Reproduction. Actions and items. Jenkins's Talks and Stories completed and reviewed. Wing's Symbols.

Geography: Appleton's Lessons for Little Learners.

Arithmetic: The Franklin Primary completed and reviewed. Analysis. Mental drill.

Penmanship: Copy books, with practice sheets.

Miscellaneous: Manners and morals.

Eighth Grade.

Language: Reading lessons, Harper's Second Reader. Reproduction. Letter and item writing. Original compositions. Wing's Symbols.

History: Eggleston's First Book in American History.

Geography: Niles's Elementary.

Arithmetic: The Franklin Elementary. Analysis. Mental drill.

Penmanship: Copy books, with practice sheets.

Miscellaneous: Manners and morals. News of the day.

GRAMMAR DEPARTMENT.

Ninth Grade.

Language: Original compositions. Reading lessons, Harper's Third Reader. Reproduction. Letter and item writing. Reed and Kellogg's Graded Lessons in English, with diagrams. Wing's Symbols.

History: Eggleston's First Book in American History, completed.

Geography: Niles's Advanced, mathematical, physical and political.

Physiology: Galbraith's Human Body, with illustrated charts.

Natural History: Familiar Animals and their Wild Kindred.

Arithmetic: The Franklin Elementary, completed. Analysis. Mental drill.

Penmanship: Copy Books, with practice sheets.

Miscellaneous: Manners and morals. News of the day.

Tenth Grade.

Language: Original compositions. Letter writing. Kerl's Common School Grammar.

History: Berard's United States. Thalheimer's England.

Geography: Niles's Advanced.

Natural Philosophy: Wells's.

Arithmetic: The Franklin Written.

Penmanship: Social and business forms. Elements of bookkeeping.

The course in art, as outlined by the teacher, Miss Mott, is substantially as follows:

1. Outline drawing of one surface, two years.
2. Outline drawing of objects, two years.
3. Light and shade, two years.
   (a) Charcoal, one year.
   (b) Sepia, one year.
4. Color, either oil painting or water color.

When the School was first established, the length of the course of instruction was fixed at *five* years, but upon the recommendation of the Superintendent and approval by the Board of Directors, a special course of two years might be added. Dr. Noyes was always an earnest advocate of a longer course. In his earliest annual report he strongly urged an extension, giving cogent reasons therefor. In the course of time, a change was made, fixing the regular course at *six* years, with a special additional course, as before, of two years. This remained in force until quite recently, when the continued exertions of the Superintendent resulted in securing a *seven* year regular course, with a three year special. So liberal are the members of our Board, and so great is the confidence that they place in the good judgment of our Superintendent, that all deaf children who desire it can obtain the full benefit of ten years of mental and manual training.

It has ever been the policy of the officers and teachers of the School to instil and encourage in the pupils an ambition to pursue an advanced course of study at the National Deaf-Mute College, Washington, D. C. Notwithstanding the distance and the expense, the following list of graduates have entered the College:

James Martin Cosgrove,*	1874.
Jeremiah P. Kelley,	1876.
James Lewis Smith,	1878.
Anson Randolph Spear,	1879.
Marshall Oscar Roberts,	1880.
George Henry Allen,	1881.
Olof Hanson,	1881.
John Schwirtz,	1884.
Cadwallader L. Washburn,	1884.
Ralph Henry Drought,	1888.
Jay Cooke Howard,	1889.
Thomas Sheridan,	1889.
Herbert Claude Merrill,	1891.
James S. S. Bowen,	1892.
Louis Albert Roth,	1892.

* Died in the Junior year.

Of the above list, four graduated, receiving degrees, one died at College, and six are still there. At present writing

there are three pupils, two of whom are girls, preparing for admission next fall. The standard maintained by the Minnesota representatives at the College has been excellent. Of the four who have received degrees, two were the valedictorians, and Cosgrove, at the time of his death, ranked first in his class.

TEACHERS.

Ever since the days when Socrates taught in the groves of Attica, and Saul of Tarsus sat at the feet of Gamaliel, it has been recognized as an axiom that "as the teacher so is the pupil." And nowhere has it greater force than in a school for deaf children. For nine months of the year the little ones are separated from home influences, whether good or bad, and given over entirely to the care of the officers and teachers of the school, upon whom devolves the solemn responsibility of each child's physical, mental, and moral well-being. The teachers, as having the most direct and prolonged association with the pupils daily, naturally share the greater part of the responsibility for the minds and morals of those entrusted to them. Hence the importance that none but the most capable and worthy persons should be selected for the solemn trust. It has ever been the policy of this School to secure the services of the best teachers possible with the means available. Dr. Noyes has always labored to maintain a high standard in the School's corps of instructors. In making nominations for appointment he has aimed to combine in each the important qualifications of ability and experience with the higher ones of character. It has also been his policy to hold out every inducement to good teachers to remain. In the matter of salaries paid to instructors, the Minnesota School would not suffer by a comparison with any other school of a like age and size.

The question of a normal training school for teachers of the deaf has often been discussed, but it was not until two years ago that any definite action was taken toward such a



Superintendent and Teachers,--1892-93.

disirable end, by the foundation of a Normal Department at the National Deaf-Mute College. As early as 1868, Dr. Noyes spoke of the desirability of having ready-trained teachers to fill vacancies. During that year he had a Normal Class in operation which furnished two excellent teachers to the School. In his Annual Report (1871) he referred to the same subject again.

DEAF TEACHERS.

There is some difference of opinion among the heads of the profession as to the advisability of employing the deaf as teachers of the deaf. It is pleasing to note, however, that those superintendents and principals who have had the longest experience are the strongest advocates of such employment. At the Fifth Conference of Superintendents and Principals (Faribault, July, 1884) this question was discussed. Dr. P. G. Gillett and Dr. E. M. Gallaudet were the leading speakers. Portions of their remarks are appended:

Dr. Gillett said:

I am ready to say, from my own observation and experience and knowledge, that some of the very best teachers of deaf-mutes are themselves deaf. * * * Mr. Chairman, I shall deprecate the day, and I do deprecate now, that some boards of trustees seem bent upon it that no deaf-mute shall be a teacher in their institution, and I should be glad to hear a declaration upon the part of this Conference that if a deaf-mute can show himself capable of producing good results he ought to have the same chance and the same opportunity in our institutions that others have; and I maintain, Mr. Chairman, that we cannot take any other position with a proper respect for our own work. * * * Now, Mr. Chairman, I apprehend that we shall take away from our pupils one If the most encouraging incentives to excel when we remove from them the influence of deaf teachers, and I think it is of great importance to have in our institutions deaf gentlemen teachers and deaf lady teachers, and we ought not to let them stand upon any other basis as teachers than those who hear and speak.

Dr. Gallaudet said;

It helps the cause of deaf-mute instruction in a way which I would like to point out and emphasize,—to have deaf-mute teachers. Deaf-mute teachers are very sharp critics;—very good critics: they are interested in the welfare of the deaf and

dumb and they are as quick as any other to detect humbug and to point out erroneous methods and to say when results fall short of what they should be, and, naturally, they have this special sympathetic interest in their class. And I feel, for these reasons, (and others which might be named if there were time,) it is a desirable feature of deaf-mute education as a whole, that deaf-mute teachers be employed to teach deaf-mutes. I hold that there is to be in the future a large work done for the education of the deaf, which will not be oral work in any sense,—which will be quite distinct from that—and there will be large numbers of deaf-mutes who will not be, and cannot be, educated orally, and for those, certainly, deaf teachers may be employed successfully and satisfactorily.

Dr. Noyes has always maintained that the strongest argument for the continued existence of such a school as this is found in the fact that it has been able to fit some of its own graduates to become efficient teachers in their turn. It is safe to affirm that, in this respect, the deaf of America have no stronger champion to-day, uniting, as he does, theory and practice so thoroughly. From the first year of his superintendency to the present there has never been a time when the list of the School's officers and teachers has not contained the names of several deaf persons. Moreover, there has been no discrimination against them in the matter of salary. On the contrary, the most important positions and the highest salaries have more often been given to the deaf teachers than to the hearing. Whether this policy has militated against the School's best interests, let others judge. But no school in the Country can show, in the list of its hearing teachers, the names of two who labored more zealously for the welfare of the school and its pupils, who were inspired by a higher sense of duty, or who left a deeper or more lasting impress on the minds and characters of their puplis than did David H. Carroll and George Wing,—of whom one can say that if their deafness was a drawback to their efficiency, would that deafness were more common.

THE TEACHERS' ASSOCIATION.

When School opened in the fall of 1887, the teachers, actuated by an earnest desire for self-improvement, organized

what they called the "Teachers' Association," with the Superintendent as an *ex-officio* member. Monthly meetings were arranged, at each of which topics of practical importance to all were brought up and discussed. This organization has been maintained for six years. Reports of each meeting, together with the various papers prepared and read, have been published in *The Companion*. If all were collected together, they would form a large sized volume.

One of the earliest acts of the Association was the careful preparation of a detailed course of study for the purpose of securing greater unity and co-operation among the teachers as a whole, and of serving as a guide to the less experienced. This "Course of Study" has the distinction of being the first one in America that aimed to be more than a mere outline. It was published in the *American Annals of the Deaf*, and elicited quite a flattering comment as far off as in England. It was also subjected to some criticism, though chiefly in details. That was five years ago, and since that time other Schools have issued "Courses" on the same plan, which are much better. The original "Course" is here presented in full, as a matter of historical interest. As it stands, it must not be considered as representing our present school course very closely. Time and advancing ideas have rendered necessary a thorough revision, which it is to be hoped will be given it very soon:

COURSE OF STUDY.

AS PREPARED BY THE TEACHERS' ASSOCIATION,
AND
APPROVED BY THE SUPERINTENDENT.

The First Year.

FIRST.— Names of common objects of every day life, things with which the children are presumably familiar, and of which they know the uses. They should learn the written name, the name manually, or orally, spelled, and the sign corresponding to the object.

SECOND.—A limited number of verbs, intransitive at first, preference given to such as can be readily acted in the school room. The present tense is recommended to begin with, but the past tense

FIFTH.—Penmanship is of no small importance. The pupils should be taught a free and easy movement, rather than to make an exact copy.

In a paper read at the late Convention, Mr. T. A. Kiesel says: "The grand requisite for a teacher is the ability to interest his scholars and to command their attention." This, we think, cannot be too well borne in mind. And a teacher who can make a task pleasant, who can make work play to his pupils, is "one among a thousand."

Pupils should be taught to make complete sentences,—to make them definite in regard to time and place. A teacher should not be satisfied until he is sure that the pupil understands what he is doing.

Make the pupil think for himself. Draw forth his ideas, and have him express them in original language; and do not permit him to constantly use some construction formerly learned. Let questioning be judicious, and suited to his standing. Another aid in drawing forth his mind will be found in the correction of mistakes. So far as possible have him correct his own work.

While "hastening slowly," try to impress upon the pupil that "time and tide wait for no man," and that "what can be done to-day, should not be put off until to-morrow."

The Third Year.

LANGUAGE: Lessons to be committed to memory consisting of short combinations of simple sentences, short stories, and afterward longer ones, descriptive of anything with which the pupil is perfectly familiar. Writing from actions.

Special pains to be taken to teach the use of adjectives, and the infinitive as direct object and as expressing purpose, and also the most common adverbial phrases of time.

Frequent practice with simple questions: what? who? where? when? why? how?

Symbols are a great help in correcting and in enabling the pupil to discover and make his own corrections. The pupils should, however, be made familiar with their use rather by seeing the teacher use them in correcting than by having them directly taught him.

ARITHMETIC: Small numbers, especially in combination with objects and actions.

It is suggested that arithmetic lessons might with profit be given in alternation with language lessons as described in the first paragraph of this report, the idea being to teach both language and arithmetic.

PENMANSHIP: In addition to the usual copy book lessons, there should be frequent lessons in copying from the blackboard questions or lessons written by the teacher. The object of these lessons should be to give neatness and exactness in copying language, and familiarity with pen and ink.

SUNDAY LESSONS: Simple religious and moral lessons written by the teacher.

The best teacher is not the one who goes over the most ground or even the one who helps the most, but the one who leads the pupil to help himself the most. What the pupil does for himself is a thousand times more interesting and more profitable to him than what others do for him. The main work of the third year, and of

all the earlier years, is *language*, and the idea that should be most constantly in the teacher's mind should be, not to teach language, but to get the pupil to use it intelligently and correctly. Anything and everything that will help to bring this about should be made use of. The great danger and the great temptation is to undertake too much and to go over the ground too fast.

The Fourth Year.

FOR language exercises:

1. Memory lessons from book: these to be enlarged upon by questioning.
2. Describing objects or pictures preferred to writing from signs.
3. Writing from actions.
4. Given, words and phrases to form sentences.
5. Original composition once a week, embracing story writing, and letters.

For Arithmetic.—Exercises to embrace the four rules,—Addition, Subtraction, Multiplication, and Division; and with numbers small enough to be well understood by the pupil.

Penmanship, twice a week with copy books.

Suggestions made in reports by former Committees, and adopted by the Association, will equally apply in this. As, in regard to the use of Mr. Wing's symbols, in the first report; and, in other reports making arithmetic a teaching of the science of numbers with language.

The Fifth Year.

LANGUAGE. Passive Voice, verbal adjectives, verbal nouns, comparison of adjectives, causal clause, exercises in direct and indirect quotations, and relative pronouns to be taught. Customary language exercises are recommended. Miss Sweet's Asylum Series, as a text book is heartily endorsed by this committee. Recommended that Number 3 of the above series be completed in this year. Use Wing's symbols.

GEOGRAPHY.—Local Geography to be taught. Exercises on map of the state may be given.

ARITHMETIC.—Miscellaneous examples on the four rules. Attention to be paid to the fundamental principles.

PENMANSHIP.—Writing in copy-book.

SCRIPTURE LESSONS.—First Steps for Little Feet, is recommended. The committee considers this volume admirably adapted to the requirements of the pupils.

The Sixth Year.

LANGUAGE.—Relative, continued; Perfect and Pluperfect Tenses: clausal modifier of time; Infinitive as a subject to be treated of together with such exercises in language as are deemed necessary by the teacher. Recommended that Number 4 of Miss Sweet's series be completed in this year. Use Wing's symbols.

ARITHMETIC.—Miscellaneous examples in the first four rules. Larger numbers than used the preceding year may be given.

GEOGRAPHY.—Primary Geography. A text book may be introduced, and map drawing, and map exercises be required.

PENMANSHIP.—Copy-book exercises.

SCRIPTURE LESSONS.---First Steps for Little Feet, as a text-book.

The Seventh Year.

1. TAKE up history this year, an advanced primary of the United States. Enliven and make interesting with tales and anecdotes.

2. GEOGRAPHY. An advanced primary. Whenever practicable, bring in to aid the natural formations of the country around: also towns and cities.

3. ARITHMETIC. As laid down in report by the special committee on arithmetic. This calls for a review of the work of the Sixth Year, and a completion of the book used. The report for the Sixth Year calls for a good primary arithmetic. The pupils should begin to learn the definitions and rules governing the various operations of arithmetic. The work for the year should follow the book closely and should be carried as far as is consistent with thorough understanding.

4. Compositions and stories alternate once a week. The stories to be related by pupils, in the class room, from something they have read.

5. To awaken the understanding and interest of pupils for reading, the teacher is to select suitable articles for reading in the school room. The pupil should be required to give his version of it immediately after reading once.

6. For distinct language exercises give words and phrases to form sentences. Let pupils describe actions, and vice versa.

7. PENMANSHIP.—A copy-book of suitable grade; exercises to embrace half an hour, or so many lines, twice a week

The Eighth Year.

TEXT-BOOKS: History of the United States, an Elementary Physiology, giving special attention to the effects of alcohol and tobacco; and an Elementary Natural Philosophy.

The time has now come when, if ever, the pupil is to use text-books as hearing children use them. In a comparatively short time, he will have no teachers to help him and will have to depend entirely upon himself. It is suggested that the teacher should keep this in mind and make special efforts in his use of the text-books to make the pupil as independent of outside help as possible. To this end, he should aim to make the pupil understand the language of the book exactly as it is given in the book, rather than to make it easier or plainer. The pupil should have a dictionary and be not only required, but helped and encouraged to use it. In the previous years of the course, the great effort has been to help the pupil to use language; henceforth, while not forgetting or overlooking this, the effort should be more to help him to understand language as used by others.

ARITHMETIC: A Common School Arithmetic should be used, and the pupil carried as far through it as time and previous training will admit. It is suggested that special attention be given to the handling of money and the operations connected with its use, more as practical rather than theoretical work.

LANGUAGE: The incorporating of words and phrases into sentences, original descriptive writing, and compositions. Special

attention should be given to training to write *bona fide* compositions. Reading lessons in conjunction with symbols or an Elementary Grammar, or with both.

PENMANSHIP: Once or twice a week.

The teacher can lay down for himself in all his work no better rule than this: Never help the pupil directly, but try rather to help him to help himself.

The Ninth Year.

IT is important to remember that this is the pupil's last year in school, and, accordingly, the work of the year should be a kind of finishing up process, a "clinching" of the knowledge gained during the previous years. Much of the work must necessarily be review work. This may be relieved of a great part of its monotony if the teacher will take care to make copious additions. Illustrations, and comments drawn from more complete sources than the text books used.

UNITED STATES HISTORY. This should be completed, and reviewed, with special attention to the influence of certain events upon the political history of the country.

PHYSIOLOY AND HYGIENE. With the aid of explanations and charts, the pupils should be given a comprehensive idea of the functions of the human body, and the commonest laws of health.

ENGLISH *Grammar.* Special attention given to parsing, and analysis of sentences by symbols. When the pupils begin clearly to understand the relations of words, they will begin to use them more correctly.

CIVIL GOVERNMENT. In case a suitable text-book cannot be obtained, weekly lectures by the teacher may be substituted. The main points of the Constitution should be brought out, and the functions of the several departments of government, both state and national, analyzed: also the mode of electing state and national officers.

ARITHMETIC. The text-book used should be a common school arithmetic. The prime object of the teacher should be to see that the pupils thoroughly comprehend the operations with fractions, and are able to use them with facility and precision in all kinds of work.

READING LESSONS. These are of first importance. If we can but form in our pupils the habit and taste for reading, we unlock to them an Aladdin's cave of treasures, which will be to them a lasting source of pleasure and profit. Any book of an easy, narrative style, combining instruction, interest and amusement, may be used.

ORIGINAL COMPOSITION. The story writing of previous years may well be dropped here. Require the pupils to express their own ideas of things in their own language. Give them subjects of biography, history, description, and abstract principles to write about. Be strict in correcting. See that they have the proper sequence of ideas. Condemn unnecessary verbiage, and the use of gigantic words to express lilliputian ideas. Teach them that the shortest and simplest way of expressing an idea is the best.

ETHICS, SOCIAL AND BUSINESS FORMS, ETIQUETTE. Occasional lectures by the teacher on these subjects will be of great benefit to the pupils in preparing them for their life in the world as independent men and women.

PENMANSHIP. An advanced system.

BOOK-KEEPING. If the members of the class so desire, the elements of book-keeping may be taught.

The main thing to be borne in mind throughout the year is that the pupils are no longer children to be led and guided, but young men and women, who will soon have no one to rely upon but themselves. Therefore, every phase of the work should be designed, so far as possible, to encourage in them habits of thought, study, and self-reliance, which will most contribute to their future success.

A TEN YEAR COURSE IN ARITHMETIC.

First Year. The numbers from one to ten to be taught. All the exercises of the pupils with these should be limited to objects which they can handle or see. Abstract numbers should never be used. Every number should represent something visible and tangible. The numbers representing objects may be incorporated in simple sentences. Exercises in combining and arranging objects, such as small sticks, crayons, pencils, kernels of corn, etc., into groups: the division of pieces of paper into 2, 3, 4, or more equal parts; and adding to, or taking away from, groups of objects, will do more toward giving the children a clear idea of the proper use of numbers than anything else.

The figures should be used very little, if at all, and always in connection with the names of objects.

Second Year.—The same exercises as in the first year, enlarged upon, and numbers above ten introduced at the discretion of the teacher. It should be borne in mind that progress in Arithmetic is not marked by the numbers employed, but by the ability of the pupils to understand the principles involved.

Third Year.—With the numbers already learned, simple exercises in the four fundamental rules may be inaugurated. The pupils should be made familiar with such expressions as, two and two are four, two from four leaves two, five less three are two, two times three are six, and so on, through all the various combinations of the numbers they have learned. They should be required to demonstrate all these exercises by means of objects, and the teacher should perform operations with objects, and require the pupils to write them out in words.

Fourth Year.—The processes of the Third Year to be carried on with larger numbers, and language exercises to be commenced. A variety of simple problems in language comprehensible by the class, should be prepared by the teacher, and the operations fully written out by the pupils. To be certain that the pupils understand what they are about, they should frequently be required to illustrate problems by means of natural objects. It is also recommended that the pupils be required to bring in original problems of their own invention covering the ground which they have been over. The surest proof that the pupils understand the problems given them is their ability to apply the same principles to the construction of similar problems of their own.

Fifth Year.—The plan of the Fourth Year should be carried on, the problems to be more complex, and the numbers larger. During this year the entire multiplication table should be perfectly learned, as well as the reverse operations. For example, when the pupils

learn that four times five equals twenty, they should also learn that tweny divided by four equals five, and twenty divided by five equals four, and so on, through the whole table.

Sixth Year.---A good primary arithmetic should be given to the pupils, and they should begin to learn the definitions and rules governing the various operations of arithmetic. The work for the year should follow the book closely, and should be carried as far is consistent with thorough understanding.

Seventh Year.---The work of the Sixth Year should be reviewed, and the book completed if possible.

Eighth Year.---A common school arithmetic of about the scope of Franklin's Wentworth's, should be given to the class, and the work confined to this.

Ninth Year.---The book used in the preceding year should be completed.

Tenth Year.---A careful review should be made of the principles embodied in the science of numbers, with test problems selected form higher arithmetics.

MINOR RECOMMENDATIONS.

Throughout the whole course, each school-room should be supplied with a variety of small objects such as beans, splints of wood, etc., for the purpose of illustration. "Seeing is believing," and a principle frequently and clearly demonstrated by means of natural objects will be mastered by the pupils in a fraction of the time required by the most brilliant abstract reasoning.

Mental exercises should form a part of every year's work. Their importance cannot be too strongly urged.

The habit of counting on the fingers should be discouraged, as tending to get the mind in the habit of depending, not entirely upon itself, but upon external aids.

Some teachers believe in drilling their pupils in the four fundamental rules by giving them large numbers, and many of them, until they can add, subtract, multiply, and divide their millions with ease. By following certain fixed rules, the pupils become expert jugglers with figures, in the same manner that the famous "learned pig" became expert in counting; but of the true relations of numbers they have but a vague idea.

A full, written analysis is a great help, to both teacher and pupil, and should invariably be insisted upon.

Arithmetic is a science, and more than any other study requires system in order to be successfully pursued. So various are the processes, and so numerous the combinattions, that the would-be successful teacher must have a metbod. And especially in a school where the classes pass from one teacher to another is it necessary to have some general plan of campaign in order to win a substantial victory over the hosts of difficulties which beset the teacher of the science of numbers.

Wing's Symbols.

As an auxiliary in the teaching of the English language, the Minnesota School makes use of the system of symbols devised by the late George Wing,* who was for thirteen years one of our most valued teachers. These symbols are best described in their author's own words as follows:

From the necessity of case, deaf-mute children must be taught, at first, to commit short sentences to memory and, as far as possible to associate meaning with the sentences. They can have no idea whatever of the relation of one word to another: the placing of words in their proper order is to them purely a matter of recollection precisely as you recall a series of numbers. In the beginning, when the sentences they have to remember are few, their apparent progress is rapid, but as such mere strings of words multiply and interfere with each other, the children become hopelessly confused. The habit of simply committing lessons to memory with but the vaguest notion of their meaning, or no notion at all, becomes fixed in the first two or three years and plays the mischief with their subsequent course. Instead of constructing original sentences they rake the memory for successions of words, the same or similar to those they have seen before. These successions of words become tangled together, and this, with the practice of writing exercises not for the purpose of expressing thought, but merely to satisfy the teacher, is the origin of most of their difficulty in acquiring a correct use of simple language.

We have to contend against certain tendencies in the deaf-mute mind which must be recognized and met before we can hope for success in teaching. Grammatical methods are designed to meet and

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* George Wing was a native of the State of Maine. While a boy he lost his hearing, not totally, but sufficiently to prevent his education in the public schools. He was sent to the American Asylum, at Hartford, and graduated from the High Class of that institution. For some time thereafter he was employed in the civil service of the government as a clerk. In 1872 he was offered a position as instructor in this School, which he accepted. As a teacher he won the love and respect of all. He was generous to a fault, and ever ready to sacrifice his own time and convenience to aid others. As a story teller and lecturer he was unequalled. He was naturally of a speculative and inventive turn of mind, and an ardent student of science. During his labors in the printing office he invented a most convenient gauge pin for printers. From the patent right of this he received an annual income of $300. He remained in Minnesota until the fall of 1885, when he received a more lucrative offer from the Illinois School for the Deaf, at Jacksonville. Accepting it, he bade farewell to the Minnesota School and entered upon his new field of labor. Hardly more than a year later, December 16, 1886, all his friends at Faribault were filled with sorrow at the news of his death. Thus passed away, in the vigor of a useful manhood, one who as a man and teacher had few equals and no superiors.

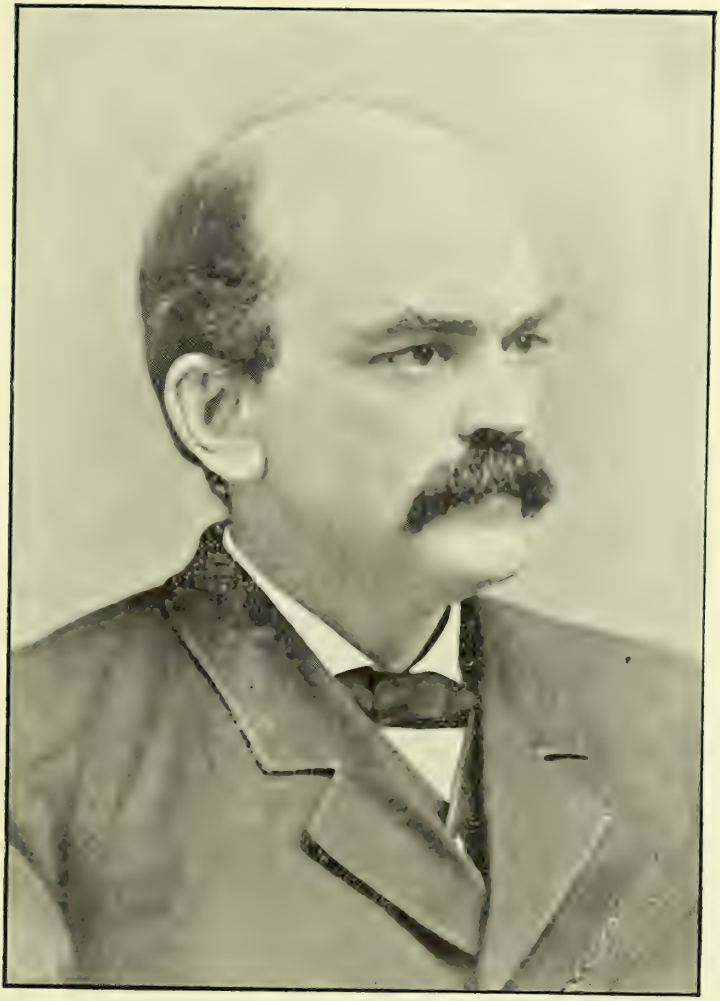
overcome (first) the tendency to blank memorizing with no thought whatever, and (second) the tendency to confine the attention to the root meaning of words alone and to make the meaning of sentences depend upon guess-work from the mere association of words in a sentence regardless of their relation. It is this tendency of deaf-mutes to consider the meaning of words only and try to string them together as they have been told, that gives rise to the absurd and meaningless constructions that try the patience and balk the ingenuity of teachers.

If our pupils are allowed to go through five or six years of their course with no guide but memory in the construction of sentences there is little chance of their ever gaining a ready and correct use of language. Some have natural gifts which enable them to extricate themselves, but a large majority, if left to pick up language from miscellaneous book-lessons and exercises, become hopelessly stalled.

Various methods have been devised to meet the difficulties above indicated. Dr. Harvey Peet's series of text books and Latham's Readers are arranged so as to take up grammatical principles in succession. The difficulties are but partly met by these books; the pupils do not grasp the principles as they go along; we are left to hope that the seed is planted and will germinate by and by. * * *

The Minnesota method is based upon the synthesis of sentences, the etymology of words being considered only so far as is absolutely necessary. It blocks out language in the rough, so to speak—cuts it up into factors—and these factors are given to the pupils to aid them in the construction of sentences for themselves. The functions of the several parts of the sentence and the order in which the parts should be placed are taught simply as facts. Confusing minutiæ and distortions and inversions of illustrative diagrams are strictly avoided. Our aim is to classify words and phrases in the pupil's mind according to the purpose for which they are used and the positions occupied in the sentence. For the rest we rely upon natural methods in primary work. The system is designed to cover the bare frame-work of language. The symbols are limited to the smallest number consistent with clearness and the attainment of the end in view. Every symbol has a definite application, and only one, and that one is the purpose for which a word or phrase is used. Ellipses, which are stumbling blocks in our work, are not forced upon the pupils' attention when it is possible to avoid them. The reverse of this, by the way, is a prominent feature of the diagram system, ellipses being supplied before participles, converting them into relative clauses, before secondary objects, adverbial nouns of time, etc.

What we want is not a complicated machine in the hands of the teacher, but a simple tool in the hands of the pupil. This has been kept in view in devising the method used in Minnesota. Every step in this method is backed by the best grammatical authority, but, possibly, it is open to criticism for want of scientific exactness ---hair-splitting precision----in all its parts. In its general plan it follows closely that developed in Dr. John S. Hart's Language Lessons.



George Wing,
Teacher in the Minnesota School for the Deaf, 1872–1885.
Died Dec. 16, 1886.

It is greatly to be regretted that we are unable to reproduce here a detailed illustration of the use of the symbols, but the essential elements are given, with the author's most important comments on their use:

ESSENTIALS, INDICATED BY LETTERS:

Subject,	S
Verb, intransitive,	V
" transitive active,	V—
" " passive,	—V
Object,	O
Complement,	C

MODIFYING FORMS, INDICATED BY NUMBERS:

Noun in Apposition,	1.
Possessive Case,	2.
Adjective,	3.
Preposition Phrase,	4.
Adverb and Adverbial Phrase,	5.
Infinitive,	6.
Participle	7.

SPECIAL SYMBOLS:

Auxiliary,	+
Conjunction,	⊃=
Ellipsis,	*

Modifications. The object and complement of the infinitive and participle are distinguished from those of the verb by lines over the symbols ($\overline{o}$, $\overline{c}$.) Intransitive, active, and passive infinitives and participles may be distinguished by forward and backward strokes over the symbols, imitating like distinctions in the verb symbol.

The above are all the symbols necessary to indicate the office of every word and phrase in any English sentence. No additional symbols should be used until Grammar is taken up as a regular study. With advanced classes studying the rules of Grammar a few further modifications may be introduced, e. g.,

Nominative Independent,	[S]
Nominative Absolute,	(S)

Other convenient modifications may suggest themselves to the teacher, but he should remember that a multiplication of symbols is a multiplication of the pupil's difficulties in comprehending them.

Suggestions to a Teacher using the "Minnesota Method."

The aim of this Method is

First. To break up the habit of writing sentences with no guide but memory.

Second. To teach the essentials of the sentence, the subject and predicate, in such a manner that the pupils can comprehend them and intelligently use them.

Third. To teach the rational use of modifying offices and positions in the sentence without burdening the pupils' minds with etymological distinctions before they are capable of appreciating them and without confusing them with a multitude of symbols and diagram lines.

Fourth. To place in the hands of the teacher an instrument by means of which he can compel the attention of his pupils to his corrections and explanations.

It should be borne in mind that the form, function, and position of the parts of the sentence are all that we attempt to show; the etymology of words and the force and connection of words, phrases, and clauses are left to intelligent observation and persistent drill.

The Essentials.

In the English language there are four essential forms of declarative sentences. Examples are here given with the combinations of letters used to distinguish them:

s v\
John walked.

s v\ c
John was angry.

s v⁀ o
John struck a dog.

s — —v
John was bitten.

There are some elliptical constructions which may be considered as combinations of these forms, e. g.,

s v— o c s — —v c
He made the dog angry. He was made angry.

s v— o o
He gave me a book.

You should "put your foot down" and insist that every sentence written by your pupils shall take one or another of these forms. Let them understand that a shoemaker cannot mend a shoe unless the shoe is brought to him, neither can a teacher correct a sentence unless a sentence is written. You should refuse to correct a sentence on a pupil's slate unless he can point out the subject and verb and give the meaning apart from the qualifying words. Encourage and assist your pupils all you please, but never erase or interline anything in a "sentence" that is wanting in its essential parts. When you find a verb with no subject, write the verb on another slate with a blank in the place of subject. Then, if the pupil cannot supply a subject you should strike out the whole string of words, giving the information that it is impossible to correct what has no meaning at all. Proceed in like manner in all cases

where the verb, object, or complement is wanting. If it appears that the pupil has a clear idea that he wishes to express you may draw out the idea and build a complete sentence for him, first writing the subject, then the verb, and afterwards filing in the qualifying words.

Do not try to make your pupils understand grammatical principles by lecturing or theorizing; let your teaching be entirely by practice. Require them to follow the forms indicated and to place the qualifying words in the proper positions, and trust them to grasp the principles in due time. Until the children become familiar with the forms of simple sentences and use them habitually, argument and illustrative diagrams are thrown away.

Confine your efforts to the essentials of sentences until your pupils are able to mark these essentials with the corresponding combinations of letters and distinguish the several forms with reasonable certainty. They should be required to mark the principal parts of all sentences they commit to memory and to be prepared to mark the principal parts of every sentence they write, if called upon to do so.

* *

Language is not "hand-organ music" to be ground out with a grammatical crank. Using grammatical symbols and rules to an extreme is as injurious as not using them at all. A grammatical method can be profitably used only as a guide and check. Language must be learned, like music, by practice in the expression of thought and feeling, not by thumping notes, although such thumping may be an indispensable preliminary.

Finally, a most important piece of advice: Don't try to do too much at once; "go slow."

While this method is designed for primary work, it is well adapted to the analysis of intricate constructions. Its function symbols lack the fulness and detail of the word symbols of other systems, but as a preparation for the study of Grammar we have found it to be of great value. The symbols can be used in connection with any diagram system. We have found, however, that simply factoring complex sentences by clauses, and indicating the relations of the parts by the symbols, fully serve the purpose of giving a comprehensive view of construction. For the rest, the definitions and rules of the text-book serve a better purpose than microscopic symbol modifications or elaborate diagrams that twist sentences out of all recognition.

These symbols have been found very helpful in many ways. Their chief advantage is in their simplicity. Had Mr. Wing lived to perfect their use and make the public familiar with them, it is probable that they would have come into general favor among the teachers of the deaf.

Articulation.

The first distinctive efforts, in America, to teach articulation and lip-reading to the deaf were made hardly a quarter of a century ago. The first oral school was opened at Chelmsford, Mass., by Miss Harriet Rogers, in 1867. But previous to that time articulation and lip-reading were taught, to some extent, at the American Asylum, and to Miss Eliza Wadsworth (now Mrs. J. L. Noyes) belongs the honor of being the first regular articulation teacher in America. This may have had some little weight in determining the advanced position that the Minnesota School has ever maintained in regard to oral work. It is a fact that may surprise some of our eastern friends that this western school was among the earliest to recognize the right of articulation to a prominent place in our American system. Dr. Noyes was a close and thoughtful observer of the course of events, and his varied experience in different schools helped him in deciding in favor of articulation teaching. In his earliest reports he referred to the subject, pointing out the advisability of making special provision for such work in our School. In 1869, just six years after the establishment of the School, the Board of Directors acted favorably in the matter, by passing the following resolution:

> Resolved, that Prof. Noyes be authorized to negotiate in reference to the employment of a teacher of articulation, and report as soon as practicable.

Nothing definite was accomplished until the fall of 1873. At that time an oral class was organized, under the instruction of Mr. A. N. Pratt. This class was taught by means of speech and lip-reading, with writing and the manual alphabet as aids. It was one of the earliest examples, if not the earliest, of such a class in a "combined" school. This class continued in existence until 1880. Meanwhile, a number of other pupils who showed aptitude for speech received daily instruction therein from the teacher of the Oral Class. In 1880, visible speech was introduced, and Miss Fanny Wood, an experienced articulation teacher, was employed to give general



Art Room.



Hall of Main building, Second Floor.

instruction in that branch. Another oral class was organized in the fall of 1885, and was placed in charge of Miss Mary E. Griffin. At the present time, there are in our School three oral classes, one of which is also aural. In addition to this, 66 pupils receive daily lessons in articulation and lip-reading. Thus, 15 per cent of our two hundred pupils are taught in classes where speech and lip-reading are the chief means of instruction, while 45 per cent profit every day by speech instruction. So much has been done in the past and is being done now to promote the teaching of speech in the Minnesota School. And all friends of the School may rest assured that in the future it will not be at all backward in making further advances, as circumstances may require and as the judgment of the Superintendent may suggest to him as desirable.

ART INSTRUCTION.

The importance of instruction in art for the deaf has been recognized in this School from the earliest years. But for some time the smallness of the school rendered it too expensive to employ a special art teacher. Yet the pupils were not wholly without instruction in art during that early period. Exercise books in free-hand drawing were introduced in each class-room, and any special talent for art was encouraged by the teachers. In 1874, Miss Marion Wilson, one of the instructors, devoted a portion of her time to giving lessons in drawing to other classes. Upon her retirement from the profession, Miss Isabella H. Ransom (Mrs. I. R. Carroll, of Flint, Mich.) succeeded her as instructress of drawing. The most promising pupils were formed into a special art class, and received extra instruction Saturday mornings. A similar arrangement was kept up until 1887. In that year the Board of Directors granted the necessary authority for the organization of a regular Art Department. Miss Alice Mott was given charge of it. The older pupils are now arranged in classes, according to their artistic ability, and receive from one to two hours' instruction weekly, the time being taken from the shops. The primary pupils are given

drawing lessons in their class-rooms twice a week. The art room is fairly well furnished with casts and studies, and some excellent work has been done there. Wood carving was introduced last fall, and some of the pupils are making commendable progress in that useful branch of art. This department of our work is still in its infancy, but with the strong support and encouragement that it deserves and will receive, a rapid growth and a promising future may be anticipated with every confidence.

MORAL AND RELIGIOUS TRAINING.

No phase of the work in a school for deaf children is of such supreme importance as that which aims to develop the ethical nature of the child. We may fill the mind with knowledge and train the hand to a skillful use of tools, but if the child is sent forth into the world with an unstable character and blunted moral perceptions, other accomplishments will come to naught. From the nature of the case, deaf children receive little or no ethical instruction at home, hence the responsibility for the characters of the pupils rests almost entirely upon the school that educates them.

The Minnesota School is strictly non-sectarian as well as non-political. No candidate for a position here has ever been questioned as to his or her religion or politics. The religious preferences of the children's parents are held sacred, and any attempt to influence the pupils one way or another would not be tolerated for an instant

On the Sabbath day there are two religious exercises,—Sunday school in the morning, and services in chapel, in the afternoon, by the Superintendent or one of the teachers. Such of the pupils as so desire are permitted to go to church in the city, attending the churches designated by their parents or guardians. For several years past the priest at the head of the Roman Catholic church in town has been accustomed to make weekly pastoral visits to those pupils who attend his church. Every courtesy has been extended to him, and he

has more than once testified his appreciation of it. It is a matter of regret that ministers of other denominations do not do the same, because such attention from the pastor has a good influence upon the pupils, and is an aid in building their characters rightly.

As the system of discipline of a school is naturally a part of the moral and religious training, the method followed in this School is here described, in the words of the Superintendent:

In a household of one hundred and fifty person, each possessing a full share of human nature in its different phases, and much the larger portion having had little or no cultivation, and some with positively bad influences and examples at home, it is no easy task to bring all up to the standard of the Golden Rule. To a very large extent, the government and discipline of such a school must depend upon the superintendent. The work, as well as the authority of the teacher, the foreman of the shop, and that of the servant, is necessarily limited, and a student does not look upon the authority of any one of these in the same light as upon that of the superintendent.

In the Minnesota School a method of discipline has been developed which has given very general satisfaction. To aid him the superintendent issues from his office every Monday morning a set of blanks specially prepared for the teachers and those in charge of the shops. These blanks contain spaces to be filled each day, showing the attendance, the progress and behavior of each pupil, and a space for special comments. At the close of the week this blank, bearing the name of the officer, is returned to the superintendent's office for examination. A summary of each blank is permanently recorded in a book kept for the purpose.

In order to supplement the work and doings of the pupils in school and shops, two of the best, most intelligent and trustworthy boys and girls are appointed Monitors and Monitresses, whose duty it is to attend to the pupils when not in the immediate presence of an officer, and blank books are prepared for them to use when they think it their duty to report one to the superintendent. A monitor can admonish, warn, and report, but has no authority to go further in matters of discipline. The books kept by the monitors are returned to the office every Saturday at the same time with the teachers' reports, and by means of them the superintendent can obtain at a glance the standing and behavior of each pupil in school, also an idea of his physical condition, his daily habits, and how his teachers look upon him. These reports and books are carefully examined every Saturday and the delinquent or disobedient ones duly attended to. It is well understood in school that any mistake, or act of disobedience, or insubordination, that may have occurred during the week, can be much more easily adjusted by the transgressor, provided he reports himself voluntarily to the superintendent before Saturday noon. This understanding is heeded by the pupils in most instance of wrong-doing, and it makes the work of discipline very easy, requiring counsel, advice, and

sympathy with boy nature, rather than the rod, or severity of discipline.

Under this system some very stubborn and almost incorrigible pupils have come to rank among the most obedient, honorable, and trustworthy students in the school. As an additional help the following has exerted a very beneficial influence:

The marking and grading of pupils is on a scale from cipher to ten. Ten in all the duties of the week, attendance and behavior, puts a pupil on the Roll of Honor, as it is called, and any student on the Roll of Honor has his name written on a large blackboard before the whole school, and has it published every month in *The Companion*, where his friends can see it also. A boy must be very bad indeed who is not influenced by what his associates and friends think of him. A pupil's privileges, liberty, and use of money during the half holiday on Saturday afternoon, may very properly be made to depend on his behavior during the week. Whatever be the method employed, or the rule adopted, it is conscientiously enforced. A law, or a rule adopted, and not enforced, is positively demoralizing, tending to a disregard of law both human and divine.

A promise made is equivalent to a promise fulfilled.

Under this system, as here carried out, no expulsions have occurred in the last twenty-seven years, the entire term of the present administration.

The writer of this history desires to present his testimony as to the excellence and efficacy of the system of discipline above described. Having observed its operation, both as pupil and teacher, during a period of thirteen years, he regards it as about the best system that could be devised to accomplish the desired end.

Several years ago, there appeared in *The Companion*, our school paper, a series of articles entitled, "RECOLLECTIONS OF AN OLD-TIMER." The indulgence of the readers is asked for the insertion here of one of the "Recollections," which has the merit of being entirely true, and of illustrating, in a pleasant way, the Superintendent's method of dealing with delinquents:

"A Rolling Stone Gathers no Moss."

BEFORE the door of one of the out-buildings there lay a large hewn stone for a step. It was about four feet long, one foot wide, and ten inches thick. One evening, two of the boys, members of the highest class ("Old Timer" was one of the two), were seized with a happy thought. The stone lay only a few yards from the edge of the ravine, where there was a sheer descent of forty or fifty feet. Our two friends thought what fine fun it



Chapel.

would be to send the stone rolling down to the bottom of the ravine. The thought was father to the deed. Looking carefully around, to be sure that no one else was near to see them, they went to work at the stone. Soon they had it right on the edge of the ravine. Giving it a final roll, down it went, thundering and crashing, to the bottom. The two conspirators chuckled with delight over the success of their plot, and then went away.

The next morning, they were invited to step into the office and make a morning call on the Superintendent. They did so, naively wondering what he could possibly want. They soon found out. The cat was out of the bag. There had been an unseen witness of the "stone-rolling" exploit. The Superintendent addressed them pleasantly to the following effect: Boys, you had some fun last night rolling that stone down the ravine. Now you can have some more fun bringing it back and replacing it where you found it. And inasmuch as you had last evening's sport all to yourselves, I will see that the other boys do not share your enjoyment this morning by helping you.

He had finished. The two practical jokers left the office feeling that they had been hit by a pretty heavy boomerang. They went to the bottom of the ravine and commenced operations. The law of the attraction of gravitation was most forcibly impressed on their minds by the labor that followed. The ups and downs of life were clearly illustrated, especially the former. They pushed and heaved, slipped and staggered. The labors of Sisyphus were repeated, as

"With many a step, and many groan,
Up a high hill he heaved a huge, round stone."

And Sisyphus was something of a practical joker himself. It was for playing tricks on the gods that he was condemned to do his stone rolling.

Meanwhile, what was going on above? There was a large a and appreciative audience witnessing the exhibition. Every boy in the school was there; and from the windows of the third story a number of girls enjoyed the sport. There was another boy who had frequently taken part with the two in former escapades. It was he who, in a fraternal spirit, had summoned all the spectators, and who took the lead in making all sorts of remarks calculated to made the two toilers in the ravine enjoy their work more.

All things have an end, though to the ones most interested the end seemed long in coming; the stone was finally replaced in its position, while the two boys, panting, and covered with perspiration and dust, retired to recuperate.

A more beautiful illustraction of making the punishment fit the crime it would be hard to find.

MORAL.—"If you dance, you must pay the piper."

INDUSTRIAL DEPARTMENT.

General Remarks.

It is only of comparatively recent years that the general public has become aroused to the importance of giving the youth of the land an education of the hand, as well as of the eye. To the schools for the deaf belongs the honor of having taken the lead in introducing manual training in America. Almost from the date of the earliest establishment of such schools, industrial education has been strongly advocated, and practised so far as compatible with the means at hand. Crude and imperfect at first, it has steadily grown in utility, until now the manual training department of a school for the deaf is almost co-equal in importance with the intellectual department.

Manual Training in the Minnesota School.

The attention of the Legislature was early called to the necessity of making provision for industrial training in connection with the intellectual education of the deaf children of the State. In the Annual Report of 1867, both Dr. Noyes and the Board presented the case quite strongly, as also in the Reports of the succeeding two years. The law-makers were finally induced to take action in the matter, and a small appropriation was made to inaugurate manual training.

The Cooper Shop.

At that time, Rice County was one of the leading milling counties in the State. The banks of the Cannon and Straight rivers were dotted with flour mills. Consequently there was a great demand for flour barrels. This fact,

coupled with the active and healthful nature of the occupation, led the Board to decide upon coopering as the first trade to be started. The shop was opened in January, 1870, and gave employment to twelve boys. After the first expenses had been defrayed, and after the boys had become skillful workmen, the shop proved to be self-supporting, and was the source of a small annual revenue to the State. During almost the whole period of its operation,—19 years,—it was in charge of one of the older boys as foreman. No difficulty was experienced in disposing of the finished work, as it was of the best quality. At one Annual Fair of the Cannon Valley Agricultural and Mechanical Association, the shop carried off the first prize for the best made flour barrel. With the passing of years and the centering of the milling industry at Minneapolis, together with the extensive substitution of sacks for barrels, coopering became a less profitable occupation for this section of the State. Finally, in 1889, the Board of Directors discontinued it, and the cooper shop was transformed into a carpenter and cabinet shop.

THE TAILOR AND SHOE SHOPS.

From 1870 till 1874, coopering was the only trade taught. In order to give an idea of the occupations of the other boys, the following "Recollection" of "Old-Timer" is introduced:

PREVIOUS to the fall of 1874, the industrial department of the Minnesota School for the Deaf consisted of a cooper shop alone, besides the girls' sewing room. It was, therefore, something of a problem how to keep the boys occupied out of school hours. The cooper shop could give occupation to about twelve of the larger boys, leaving some fifty with nothing to do. In those days the school hours were from nine till twelve in the morning, and from two till four in the afternoon. The cooper shop boys worked in the morning, before school time, for an hour and a half, and for the same length of time before the afternoon session of school began.

The other boys were occupied at all sorts of jobs. They kept the lawns clean, for one thing. In the spring they worked in the garden, digging, planting, hoeing, and weeding. They were sure death to potato-bugs. In the fall they gathered in the "craps." But there were several months, during which the garden could not keep them busy. Fortunately there was another never-failing

occupation. Wood was the only fuel then used in the Institution, and all that was burned in the kitchen ranges and laundry stoves, had to be sawed and split. Here was plenty of work for boyish muscles. Under the direction of the monitors, the boys attacked the great cords of wood daily. The large boys would wield the buck saw and axe. The smaller ones would bring the sticks to the saw-buck and pile the split wood.

This work was not at all pleasant to our boys, especially in the winter. When it was cold and frosty out of doors, the fingers and toes of the smaller boys soon became numb. Then they asked the monitor in charge to let them go into the house to get warm. It was noticed at the time that it took much longer for them to get satisfactorily warm, them it did for them to get cold again when they came out. Sometimes the monitor would be hard to convince that the boys were really cold. Sometimes he would tell them to work harder to keep warm.

Wood-sawing came to an end at last. In the fall of 1874 a new shop building was completed, and the trades of tailoring, shoe-making, and printing, were introduced. All the boys, except the very small ones, were placed in the different shops. This shop building was a two story wooden structure, located a few rods east of the barn. It was destroyed by fire in 1882, being replaced by the present stone building.

In the fall of 1874, the completion of the new, two-story shop building was followed by the introduction of two additonal trades,—tailoring and shoemaking. At the time they gave employment to all the boys of suitable age. Owing to the necessity of employing skilled foremen, and to the fact that much time must be devoted to teaching the pupils the rudiments of the trade, these shops have not proved to be self-supporting. They have done all the repairing for the school and a considerable amount of custom work. It may be here remarked, in passing, that when shops designed for the industrial training of boys are run for pecuniary gain, they lose their chief utility. The tailor shops and shoe factories of the State now contain skilled workmen who learned their respective trades here at our School.

The two trades were burned out in 1883, as previously noted, but it was not long before they were much better housed in their present quarters.

PRINTING.

Our first printing office was opened in a small room off the tailor shop, in the spring of 1876, with



Girls' Dormitory.



Girls' Study Room.

a moderate supply of second hand type, and a small cast-iron job press, whose bed was only 6 x 11 inches. Mr. George Wing and Mr. D. H. Carroll assumed charge of it, and thereafter those two names were identified with the office as long as their owners continued their connection with the School. *The Gopher*, a 5 x 6 inch folio was issued fortnightly during the school year. Mr. Carroll officiated as editor, while Mr. Wing attended to the mechanical details, for which he had a genius. In 1877 *The Gopher* was enlarged to a 10 x 14 inch folio, and its name was changed to *The Mute's Companion*. Upon the death of Mr. Carroll in 1882, Mr. Wing succeeded him as editor. When the latter resigned in the fall of 1885, Mr. J. L. Smith took his place on the editorial tripod, and he still occupies that position. Shortly after, the paper was doubled in size, and became an eight-page weekly. A year later, the word "*Mute's*" was dropped, and the paper is now simply *The Companion*. The old job press that printed *The Gopher* was superseded by a second hand "Universal," and that, after doing good service for several years, gave way, in the fall of to 1887 a Campbell press.

The printing-office is a large, well-lighted, well-ventilated apartment. It contains two presses, a paper cutter, proof press, a fine assortment of type, and all the furniture of a well equipped printing office. Besides publishing *The Companion* weekly, it does a great amount of job work for the three State Schools. The record made by the boys who have gone forth into the world from this printing office is one to be proud of.

THE CARPENTER SHOP.

The most useful trade of carpentering and cabinet making was the last to be introduced. It was substituted for coopering when the latter was discontinued in 1889. The shop is, as yet, in an imperfect condition, lacking the

necessary tools and machinery for wood turning, etc. But the pupils employed in it have made much improvement in hand work. It is the desire of the School management now to improve this trade and induce a larger number of our boys to follow it. An appropriation is expected this winter for a new work-shop with suitable power.

AGRICULTURE.

Two years ago, the Board of Directors, in accordance with the recommendation of Dr. Noyes, approved the idea of giving special instruction in the various branches of agriculture to such of the boys as desired it. The design was to give weekly lectures during the winter, and in the spring have a class in out-door work. Last year a series of such weekly lectures was given to the two highest classes, by men of practical knowledge in the several departments of agriculture. Mr. Olof Pehrsson, our capable gardener, stands ready to supplement these lectures with practical out door work during the coming spring, if a class is formed. The chief drawback, so far, seems to be the lack of inclination among the older boys to follow agriculture as an occupation.

DRESSMAKING, PLAIN SEWING, AND FANCY WORK.

This is the oldest branch of industrical training in our School. There has never been a time when the girls have not received such instruction. But the greatest development has been made of late years. In every class of graduates that the School sends forth, there are girls who can earn an independent living with their needle, and some of them have gained quite an enviable reputation as expert needlewomen.

Recognizing how indispensable habits of industry and the knowledge of some useful trade are to the success in life of deaf boys and girls after leaving school, the Course of Study has been so arranged that manual training is given as much time as intellectual. During the first two or three years,

when the pupils are too young to engage in manual work, they are in the school room all day. During the succeeding years half a day is devoted to mental, and the same time to manual instruction.

It may be noted that, to some extent, the pupils do not follow the trades learned at school. That fact must not be taken in disparagement of industrial training. Environments not infrequently render it advisable, as well as profitable, for a graduate to take up some other occupation than that learned at school. The habits of industry and the manual dexterity acquired are perhaps fully as valuable as the trade itself. The fact that, whatever their occupation may be, our graduates, with hardly an exception, are self-supporting citizens, is the strongest possible argument in favor of what has already been accomplished in the line of industrial education, and for the extension and improvement of that branch of training in the future.

PHYSICAL TRAINING.

Our Superintendent has always been an earnest advocate of physical development among the pupils entrusted to his care. If he could have had his wish, there would have been a gymnasium since the first years of his superintendency. His Annual Reports bear testimony to his zeal in the matter. But in a young school there are so many other important things to be provided, that a gymnasuim has to bide its time. Out-door sports have always been encouraged among the boys. Horizontal and parallel bars were provided on the boys' playground, while the girls had a swing and croquet sets on the lawn. When the new shop building was completed in 1885, a regular gymnasium was fitted up in the spacious basement. Since that time a marked improvement is noticeable in the carriage and deportment of the boys. Cases of discipline are less frequent, the surplus energy being worked off upon the gymnastic apparatus. When Barron Hall was designed, a large ground floor room was reserved for a gymnasium in

each wing. It is now the desire of Dr. Noyes to purchase additional apparatus, and make the gymnasiums fully equal in quality, if not in size, to the most approved modern gymnasium, and money is expected this winter to enable him to accomplish this desired object.

The boys have an organization known as the "Star Athletic Association," which has been in existence for several years. Its aim is to encourage and foster all manly sports. There is also a military company, furnished with wooden guns, which receives regular instruction in marching and the manual of arms from one of the teachers, who is a member of the State troops.

The girls do not neglect physical training. They have classes in calisthenics, with wooden dumb bells. And it is intended, at an early day, to fit up a simple gymnasium for them in the fourth story of the South Wing.

The effects of the physical care of the pupils in our School are noticeable in the remarkable freedom from mortality and sickness that it has enjoyed during the thirty years of its history, especially at those periods when it was unduly crowded.

SOCIAL LIFE.

IT is safe to affirm that no school does more for the social enjoyment of its pupils, outside of regular school and industrial hours, than does this. The guiding principle of the management has been to have the whole school comport itself as an affectionate family. The pupils are taught to regard one another and to treat one another as brothers and sisters. The mutually beneficial influence of the sexes upon each other has been recognized and made use of. The girls tone down the natural roughness of the boys, while the boys tend to diminish sentimentalism and affectation among the girls. The boys and girls are together in the school room, in the dining room, in the chapel, and on numerous social occasions. At the table the boys sit on



Dining Room.

one side and the girls on the other. Usually there are two or three large boys and girls, with an equal number of little ones, the design being that the elder may aid and instruct the younger. This freedom of association has been practised during the whole period that the School has been under its present management, and the general result has been such as to recommend it most strongly.

Below is a brief programme that gives an idea of what is done for the entertainment and instruction of the pupils during the year, aside from regular work.

First Saturday evening of each month, . . . Pupils' Sociable.
Second " " " " " " Lecture by one of the teachers.
Third " " " " " " Entertainment by the puplis.

Fourth " " " " " " Stereopticon exhibition by the Superitendent.
Gallaudet's Birthday (Dec 10)....Appropriate exercises by the School.

Thankgiving Day . . . . Appropriate services by the School.
Christmas . . . . . Entertainment by the teachers.
New Year . . . . . Entertainment by the pupils.
Washington's Birthday . . . . . Masquerade party.
Arbor Day . . . . Appropriate exercises by the School.

THE READING ROOMS.

For twenty years past the School has possessed a regular reading room for the use of the pupils, and for nearly ten years there have been two such rooms,—one for the boys and the other for the girls. They are abundantly supplied with newspapers and periodicals. Each contains nearly all the school papers published, together with various local and county papers, which are either sent free or in exchange for *The Companion*. Two or three daily papers, and leading magazines and illustrated weeklies complete the list. The rooms are free to the pupils at all hours of the day, and should any contingency arise that required them to be closed, it would be a serious misfortune to the pupils. They are

cheerful rooms, well-lighted, furnished with tables, chairs, reading desks, maps, dictionaries, etc., and we may rightly consider them as most valuable auxiliaries in our educational work.

THE SCHOOL LIBRARY.

While the School was in its infancy, and while it still occupied the old wooden building in town, the beginnings of a School Library were made. The foundation of our present library was laid by Bishop H. B. Whipple, when he presented two dozen volumes to the School. Since that time its growth has been steady, though not rapid. Additions have been made from time to time, both by gift and purchase. The most notable increase we owe to the kindness of Mrs. W. D. Washburn, of Minneapolis, who, in 1882, donated 316 volumes to the School. These have been placed in a separate book case, made by Joseph Popki, one of the pupils, and constitute what is called the Washburn Library, in remembrance of the donor.

At present the Library contains 1138 volumes, chiefly of juvenile literature. It is in charge of one of our teachers, Mr. L. C. Tuck, who maintains it in admirable order. Only the more advanced pupils have the privilege of drawing books from it, which is done under the supervision of their teachers. Every effort is made to render the Library as beneficial as possible to the pupils, both morally and intellectually.

THE NO-YES SOCIETY.

The above is the name of a literary society that has been in existence among the pupils for quite a number of years, and is doing a valuable work. It has a membership of about sixty boys and girls. It has a printed constitution and by laws, and a regular programme of exercises for the literary meetings, which occur fortnightly. A small membership fee is charged, and the money received is expended in the purchase of books. A nice little library of 132 vol-

umes is owned by the Society. Although several of the teachers are honorary members, and are invited occasionally to give a lecture before it, yet it is entirely the affair of the pupils, being managed by them without official interference. The fact that it has existed so long and has been conducted in a dignified and orderly manner by the pupils alone, reflects the highest credit upon the boys and girls, and, by implication, upon the School to which they belong. As a mark of appreciation and encouragement of the work the Society is doing, Dr. and Mrs. Noyes annually tender the members a reception, which is always made an occasion of the highest enjoyment to all.

CONCLUSION.

The record is complete up to date, and the writer lays down his pen with a feeling of relief that the work is done. And yet, there is commingled a curious sensation of regret, for it has been a labor of love. In preparing these pages the writer has been actuated by a desire to put into words some part of the affection that he feels toward his *Alma Mater*, who took him when a boy, guided his feet so carefully in the paths of knowledge, and lovingly aided him in laying the foundation of his whole manhood. What the Minnesota School has done for him, it has done for hundreds of others, and will continue to do in the years to come, when we that are shall have passed away. Her truest monument is not to be found in the stately buildings that crown the bluff and are the admiration of all, but in the hearts of the young men and women who were here led forth from a condition of the darkest ignorance to the light of knowledge, and to whose happy and prosperous manhood and womanhood the School may point as its unanswerable right to existence.

APPENDIX.

LIST OF OFFICERS

Of the Minnesota School for the Deaf for the First Thirty Year from its Organization, Sept. 1, 1863, to July 31, 1892.

NAME.	Term of service began.	Term of service ended.
PRESIDENS OF BOARD OF DIRECTORS.		
George F. Batchelder	1863	1864
George W. Tower	64	70
Horace E. Barron	70	80
T. B. Clement	80	. .
SECRETARIES.		
R. A. Mott	63	66
Rev. E. S. Thomas	66	67
H. E. Barron	67	68
R. A. Mott	68	. .
TREASURERS.		
George F. Batchelder	63	64
R. A. Mott	64	66
Hudson Wilson	66	68
H. E. Barron	68	69
Hudson Wilson	69	90
The Citizens' National Bank	80	. . .
DIRECTORS.		
George F. Batchelder (called commissioner)	63	64
R. A. Mott (called commissioner)	63	66
David H. Frost (called commissioner	63	64
Gov. S. Miller (ex-officio)	64	66
Secretary of State D. Blakely (ex-officio)	64	66
George W. Tower	64	70
Rev. George B. Whipple	64	65
Rev. E. S. Thomas	65	68
Gov. Wm. R. Marshall (ex-officio)	66	70
Secretary of State Henry C. Rogers (ex-officio)	66	67
Luther Dearborn	66	70
Hudson Wilson	66	68
Horace E. Barron	66	81
Sup't Public Inst. M. H. Dunnell (ex-officio)	67	70
George N. Archibald	68	69
R. A. Mott	68	. .
Hudson Wilson	69	. .
Horace Thompson	70	75
George M. Gilmore	70	75
Gov. Horace Austin (ex-officio)	70	74

Supt. Public Inst. H. B. Wilson (ex-officio)	70	75
Gov. C. K. Davis (ex-officio)	74	76
Supt. Public Inst. D. Burt (ex-officio)	75	82
T. B. Clement	75	
Gov. J. S. Pillsbury (ex-officio)	76	82
George E. Skinner	76	..
Gov. L. F. Hubbard (ex-officio)	82	86
Supt. Public Inst. D. L. Kiehle (ex-officio)	82	..
Rev. George B. Whipple	81	88
Gov. A. R. McGill (ex-officio)	86	88
Anthony Kelly	88	..
Gov. W. R. Merriam (ex-officio)	88	92

SUPERINTENDENTS.

☞R. H. Kinney	63	66
J. L. Noyes	66	..

TEACHERS.

*George W. Chase	64	70
Angeline L. Steele	66	68
Mary E. Smith	68	74
Cyrus L. Williams	68	71
Annie Morse	69	71
James M. Pratt	70	73
Annie Howe	71	72
*Cora A. Howe	71	74
Abram N. Pratt	72	74
*Josephine Pietrowski	72	77
☞*George Wing	73	85
☞*D. H. Carroll	73	82
Ella Westgate	73	74
☞Pender W. Downing	74	82
*Isabella H. Ranson	74	76
Marion Wilson	74	76
Anna Wing	74	75
☞*Jennie C. Cramer	75	81
*Isabella H. Carroll	76	80
*Elmina D. Clapp	77	80
*Ellen M. Franklin	78	86
Mary E. King	79	81
*Anna Wicktom	80	86
Fanny Wood	79	83
*Louis C. Tuck	81	..
W. Ki Barr	81	84
Katie E. Barry	81	83
☞*Jeremiah P. Kelly	83	87
Abbey E. Axtell	81	86
☞Etta P. McWhorter	83	85
John C Watson	84	88
*James L. Smith	85	..
Mary E. Griffin	85	87
Mrs. E. B. Smith	86	87
Jessie P. Smith (also taught drawing)	86	89
*Mary E. Graham	86	88
*George Layton	87	91
M. Lou Taylor	87	90

Cora Van Dorin	87	90
†Alice J. Mott	87	..
Mrs. E. B. Smith	88	..
George H. Putnam	88	90
Dwight F. Bangs	88	..
Dwight F. McClure	89	..
Alice I. Stout	89	..
Mary E. Griffin	90	..
Adda McClure	90	91
Mary Kilpatrick	91	..
Cecil R. Watson	91	91
*Olof Hanson	91	92

MATRONS

Mrs. S. P. Smith	65	66
Henrietta Watson	66	69
☞Mary A. Hull	69	70
Adeline R. Hale	70	87
Marion S. Coe	87	90
Mary J. Jones	90	..

ASSISTANT MATRONS.

Mary A. Hull	68	69
H. O. Armstrong	69	70
☞Fannie Brown	70	71
Sarah M. Perry	71	81
Belle A. Huntington	81	83
Sophie M. Blaikie	83	85
Ann Byrne	85	86
Marion S. Coe	86	87
Lucy E. Watts	87	89
S. M. Montgomery	89	..

STEWARDS.

R. A. Mott	64	66
George W. Tower	66	67
Hudson Wilson	67	68
H. E. Barron	68	69
Hudson Wilson, J. L. Noyes, assistant	69	80
H. E. Barron	80	92
J. L. Noyes	92	..

PHYSICIANS.

Z. B. Nichols, M. D.	64	79
W. W. Waugh, M. D.	79	81
P. G. Denninger, M. D,	81	89
C. H. Wagner, M. D.	89	..
E. S. Wood, M. D., oculist and aurist	89	..

SUPERVISORS.

Theron T. Gage	84	85
Eugene Doherty	85	89
Helen M. Sterud	86	..
Dwight F. McClure	89	90
Edward McCune	90	90
Lou P. McGwire	90	81

Fred E. Wines	91	..
David E. Johnson	91	..

INSTRUCTORS IN COOPERING.

Henry Heinrichs	72	73
☜James M. Cosgrove	73	74
☜J. P. Kelly	74	76
August Neumann	76	79
Olof Norling	79	80
Philip Slaven	80	81
Olof Norling	81	83
J. Fred. Shanisey	83	84
J. P. Kelly	84	86
Geo. A. Harmon (This trade discontinued).	86	89

INSTRUCTORS IN SHOEMAKING.

O. S. Blake	74	78
J. R. Sendner	78	83
Charles Suess	83	..

INSTRUCTORS IN TAILORING.

☜D. M. Evans	74	78
D. F. Munroe	78	85
Ole Gunderson	85	88
D. F. Munroe	88	89
Anthony Beaupre	89	..

INSTRUCTORS IN DRESSMAKING.

Sarah M. Perry	75	81
Belle A. Huntington	81	83
Sophie M. Blaikie	83	85
Ann Byrne	85	86
Georgia A. Sutton	86	..

INSTRUCTORS IN PRINTING.

George Wing	77	81
W. Ki Barr	81	84
John C. Watson	84	86
William Ochs	86	..

FARMER AND LANDSCAPE ARTIST.

Olof Pehrsson	70	74
Olof Pehrsson	83	89
Olof Pehrsson	92	..

ENGINEER.

A. B. Irvine	78	..

---

*Deaf
†Teacher of Drawing
☜Deceased.

A BRIEF SUMMARY OF PUPILS FOR THIRTY YEARS.

Whole number in attendance Sept 1, 1863, to June 1, 1892,		586
Number of males	349	
Number of females	237	586
Completed graduate's course	123	
Honorably discharged	69	
Dropped from the roll	187	
Have died at school or at home	17	
Undergraduates in school	190	

AGE WHEN DEAFNESS OCCURRED.

Under one year	279	
Between one and two years	95	
Between two and three years	54	
Between three and four years	42	
Between four and five years	21	
Between five and six years	25	
Between six and seven years	16	
Between seven and eight years	9	
Between eight and nine years	7	
Between nine and ten years	7	
Between ten and nineteen years	10	
Unknown	21	
		586

NATIONALITY.

American	167	Scotch	9
German, including Prussians, Austrians, etc.,	151	Jews	3
		African	2
Scandinavian	137	Icelander	1
Irish	64	Persian	1
Canadian	35	Welch	1
English	15		

586.

CAUSE OF DEAFNESS.

Congenital	170	Diphtheria	5
Scarlet fever	89	Dropsy	4
Cerebro spinal meningitis	67	Teething	4
Brain fever	59	Scrofula	4
Typhoid fever	24	Lung fever	3
Measles	20	Catarrhal fever	3
Sores in head	18	Dumb ague	2
Cold in head	17	Small pox	2
Nervous fever	10	Pneumonia	2
Convulsions	9	Sun stroke	2
By a fall	9	Various causes not definitely stated	46
Inflammation of brain	6		
Whooping Cough	6		
Paralysis	5		586

TIME IN SCHOOL OF PUPILS DISCHARGED TO JUNE 1, 1892.

In attendance one year	44
In attendance two years	30
In attendance three years	28
In attendance four years	27
In attendance five years	28
In attendance six years	24
In attendance seven years	69
In attendance eight years	53
In attendance nine years	35
In attendance ten years	19
In attendance eleven years	3

Average attendance, 5. 6 years.

List of Occupations pursued by The Educated Deaf Persons of Minnesota.

Superintendent of School
Matron of School
Teachers
Supervisors
Architect
Art Student
U. S. Pension clerk
U. S. Census Clerk
Editors
Bookkeepers
Merchant
College Students
Real Estate Dealer
Photographer
Fireman
Carpenters
Laborers
Fruit Seller
Seamstresses
Painters
Machinists
Wood Turner
Saw Mill Employes
Printers
Tailors
Cutter
Shoemakers
Coopers
Farmers
Farm Laborers
Cigar Makers
Harness Makers
Rattan Workers
Laundry Assistant
Barbers
Glass Stainer
Dressmaker
Domestics

Marriage Statistics.

1. Number of married couples [both deaf] 42
2. Number of married couples [wife hearing]..... 5
3. Number of married couples [husband hearing] 11

Number of children born of [1].....81
Number deaf [Congenital]..... 3

Number of children born of [2]	7
Number deaf	0
Number of children born of [3]	6
Number deaf [typhoid fever at 3 yrs.]	1

Deaths.

Out of 586 pupils admitted to the Minnesota School for the Deaf since 1863, the following deaths are noted :

Died at school	7
Died out of school	2
Died at college	1
Killed by the cars	3

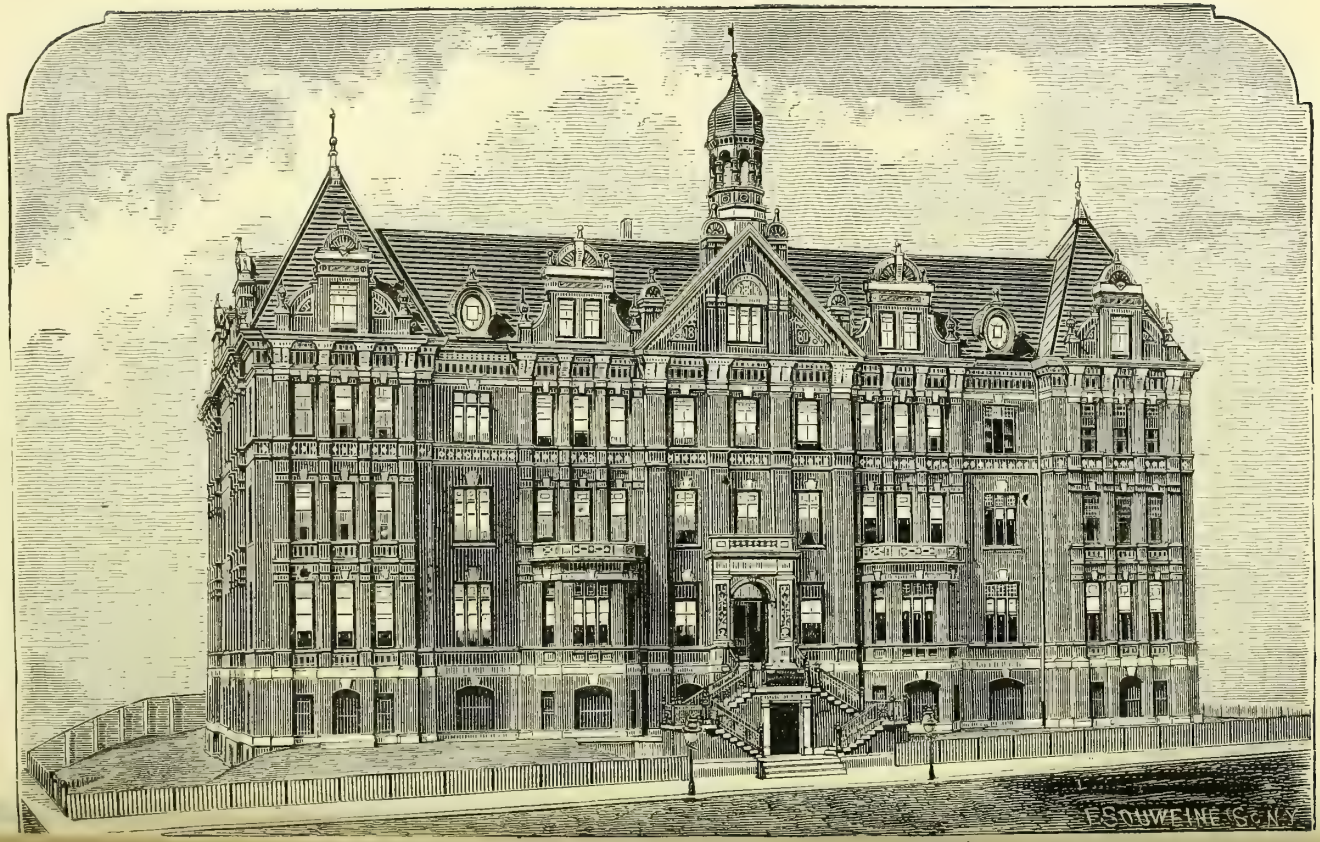
Corrections.

PAGE 2. Jean Faribault, the father of Alexander, was a Frenchman. He married a Dacotah Indian. So Alexander himself was a half-breed.

PAGE 3. The clause beginning "Faribault's representatives in the legislature," should read, "The senators from Rice County, Hon. Geo. E. Skinner, now of St. Paul, and Hon. Michael Cook, spoke up, etc."

PAGE 5. It would be more correct to say, "Mr. Frost lived at a distance, and was not able to attend the meetings." And "Mr. Batchelder, although a large hearted, public spirited man, was, at that time, very busy, and could not spare much time for outside affairs ; but he was consulted on all important matters."

PAGE 6. "When Mr. Mott returned from Ohio, the commissioners proceeded, etc."



...STRUCTION OF DEAF MUTES.

The Institution for the Improved Instruction of Deaf-Mutes,

NEW YORK, N. Y.

1867–1893.

By D. GREENE,

Principal of the Institution.

THE INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

The Institution for the Improved Instruction of Deaf-Mutes was opened on March 1, 1867, with ten pupils, in the house No. 134 West Twenty-seventh street, in the city of New York. A number of gentlemen, whose deaf children had received private instruction from Mr. B. Engelsman in articulation and lip-reading, formed a society for the purpose of extending the benefits of this improved method to poor deaf-mutes. The school was prosperous from the start; the pupils steadily increased in numbers, more accommodation was required, and was found in the house No. 330 East Fourteenth street. The first annual report, bearing date on May 12, 1868, shows that the society then had four hundred and nineteen regular members, who paid an annual subscription of ten dollars each, and twelve life-members, who paid one hundred dollars each. The income derived in this way, together with the tuition fees of paying pupils, constituted a fund for the support of the school. On the 11th day of January, 1869, the society was legally formed into a body corporate, and obtained its charter under the general act of the State of New York for the incorporation of scientific and educational associations. On the 12th day of April, 1870, the legislature of the State of New York passed an act placing this Institution on a like footing and allowing it the same remuneration for State and county pupils as that which was then received by the New York Institution for the Instruction of the Deaf and Dumb. Soon after, a special appropriation of ten thousand dollars was made to enable it to prepare for the reception of State and county pupils. The legislature of 1871 made another special appropriation of twenty-five thousand dollars for the Institution.

On the 1st of September, 1870, the school was removed to three large houses adjoining each other, and situated on the west side of Broadway, between Forty-fourth and Forty-fifth streets. In the fall of the year 1878 an additional house, communicating with the three Broadway houses, was rented to accommodate the number of pupils, which by that time had increased to one hundred and seventeen.



FIRST STEPS WITH BEGINNERS: THE SOUND OF N.



FIRST STEPS WITH BEGINNERS: THE SOUND OF O.

The Institution was then paying a rental of ten thousand dollars per annum for the four houses which it occupied, and yet the accommodations were inadequate, and numerous applicants for admission as pupils had to be refused. The trustees, therefore, determined to erect a suitable building upon the plot of ground comprising twelve city lots and forming the block fronting on Lexington avenue, west side, between Sixty-seventh and Sixty-eighth streets, which they had acquired on July 6, 1870, from the commissioners of the sinking fund on a ninety-nine years' lease at a rental of one dollar per annum. Accordingly, the beautiful home which the Institution now occupies was built at a cost of about one hundred and forty thousand dollars. From bequests, donations, etc., the society had accumulated the nucleus of a building fund amounting to about forty thousand dollars, and the balance of the cost of the building was raised by issuing building-loan certificates of two hundred and fifty dollars each, bearing interest at the rate of six per cent. per annum, and payable after ten years. The corner-stone of the structure was laid with appropriate ceremonies on October 4, 1880, and at the beginning of the following school year, in September, 1881, the school was removed to its new and permanent quarters.

In the fall of the year 1887 an annex to the Institution was built at a cost of about twenty-six thousand dollars, to accommodate the technical training department and art studio.

The increase in the number of pupils from year to year is indicated by the following table:

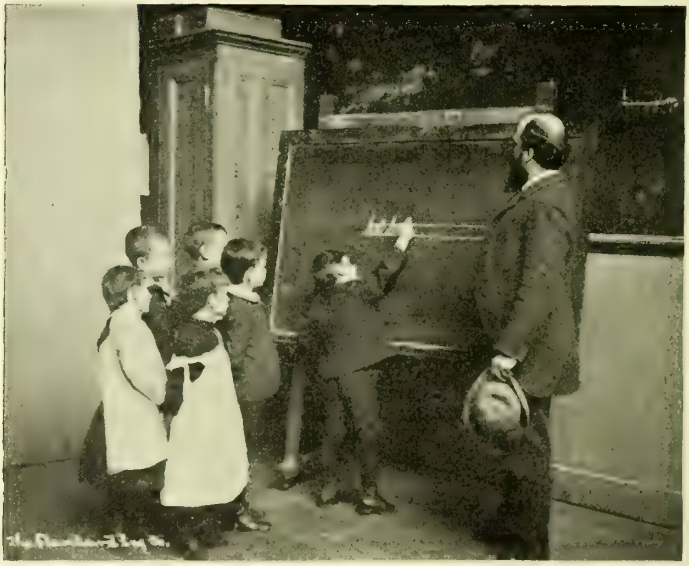
In 1867 the school numbered 10 pupils; 1868, 23; 1869, 34; 1870, 50; 1871, 75; 1872, 78; 1873, 87; 1874, 103; 1875, 103; 1876, 110; 1877, 110; 1878, 117; 1879, 131; 1880, 133; 1881, 155; 1882, 170; 1883, 187; 1884, 184; 1885, 178; 1886, 194; 1887, 193; 1888, 204; 1889, 206; 1890, 212; 1891, 211; 1892, 218.

The system of instruction which prevails in the Institution is what is known as the oral method. The pupils are taught to speak orally and audibly and to understand what is said to them by observing the movements of the speaker's lips. The instruction is purely and exclusively oral, and signs and the manual alphabet are not employed in the school-room.

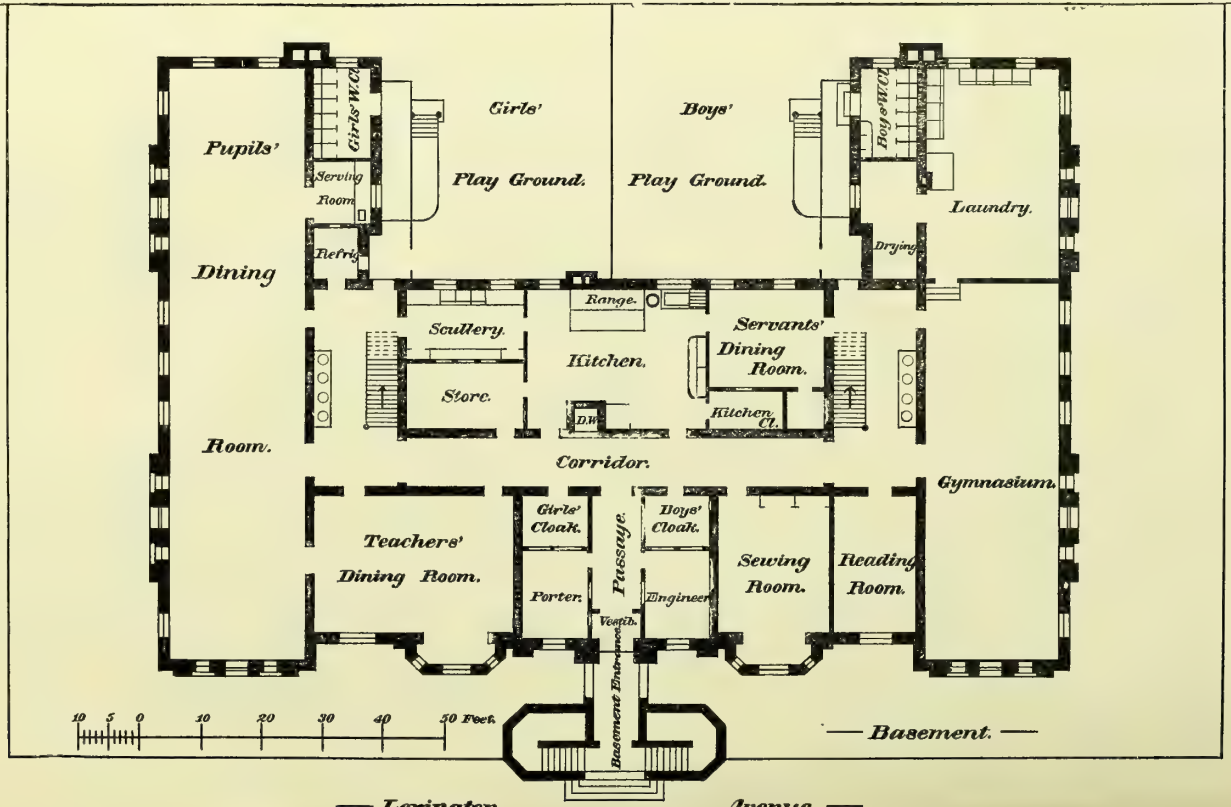
In addition to acquiring the use of articulate speech and learning to read from the lips, the pupils are instructed in all those branches which are taught to hearing children in the common schools. The programme of studies in use comprises:



FIRST STEPS WITH BEGINNERS: READING *Hat* FROM THE LIPS.



FIRST STEPS WITH BEGINNERS: WRITING *Hat.*

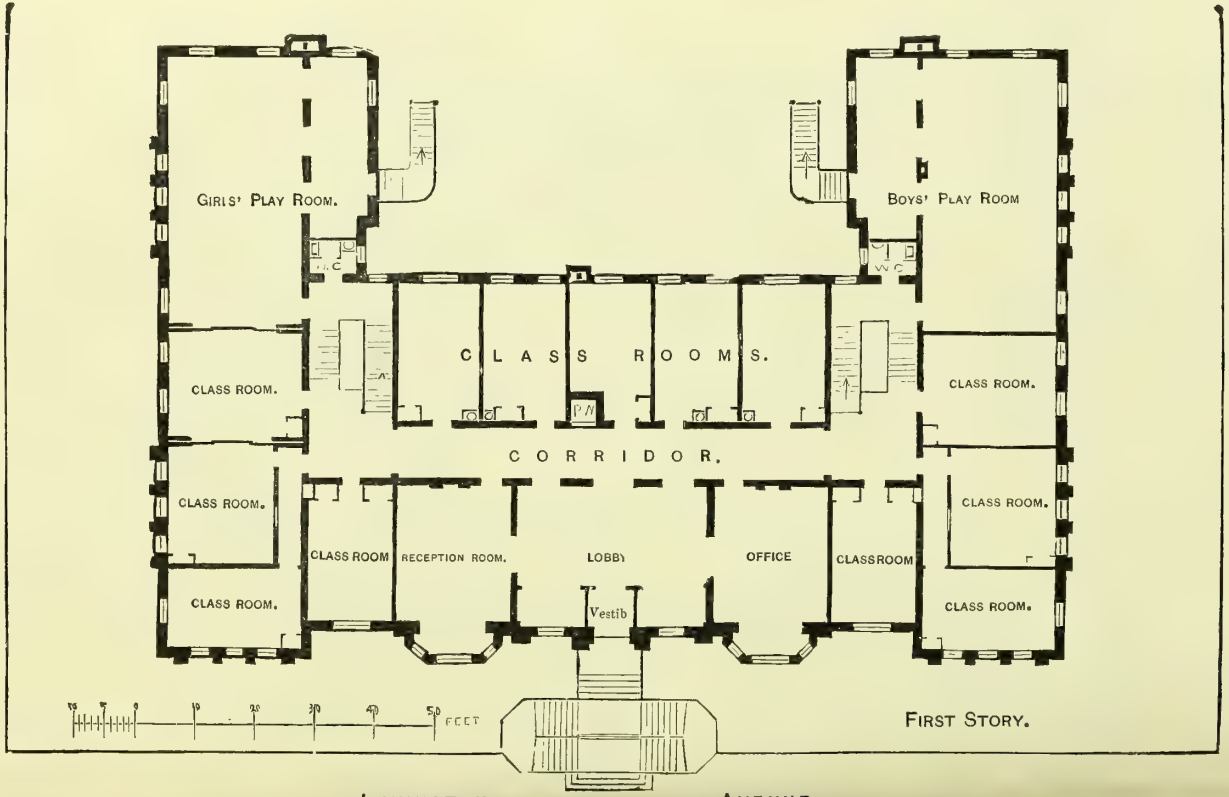

— 67. Street. —
Pupils'
Girls' W.C.
Serving Room
Refrig.
Dining Room.
Girls' Play Ground.
Boys' Play Ground.
Boys' W.C.
Laundry.
Drying
Range.
Scullery.
Kitchen.
Servants' Dining Room.
Store.
D.W.
Kitchen.
Cl.
Corridor.
Gymnasium.
Teachers' Dining Room.
Girls' Cloak.
Boys' Cloak.
Passage.
Sewing Room.
Reading Room.
Porter.
Vestib.
Engineer
Basement Entrance.
10 5 0 10 20 30 40 50 Feet.
— Basement. —
— Lexington Avenue. —
— 68 Street. —

Articulation,	Chemistry,
Lip-reading,	Physiology,
Penmanship,	Natural Philosophy,
Reading,	Natural History,
Language lessons,	Geography,
Composition,	History,
Arithmetic—complete,	Geometry.

Drawing—free-hand, from copies, casts, and natural objects; also instrumental drawing.

The course of technical instruction which was adopted in this Institution is based upon the well-known principles that of late years have been advocated by the most eminent educators of this country. The object of this course is to give the pupil such general training of the eye and the hand as will be of use to him in after-life, no matter what trade or occupation he may follow. Since it would be impossible to teach all our pupils, or even a portion of them, the special pursuits by which they are to earn a living, we do not attempt to prepare them for any particular trade, but instruct them in certain mechanical principles which underlie all trades, and try to give them a proficiency in the use of certain classes of tools which most mechanics employ. The manual training of our boys and girls is commenced on the very first day on which they come to us, and is continued till they leave school. The whole course of industrial instruction comprises:

1. Kindergarten exercises.
2. Drawing.—Free-hand and instrumental.
3. Construction.—By the use of paper, pasteboard, and clay—of the forms drawn.
4. Needle-work.—Plain sewing in all its forms, by hand and machine.
5. Dressmaking.—Measuring, cutting, fitting, and draping.
6. Cooking.—Preparing of plain meals, such as are within the reach of people in moderate circumstances.
7. Wood-work.—By the use of all the ordinary wood-working tools.
8. Metal-work.—Forging, tempering, welding, casting, chipping, filing, soldering, finishing, and lacquering.
9. Use of Machine Tools.—Turning of wood and metals, making screws, gear-wheels, and other parts of machinery.
10. Laboratory Work.—Simple experiments in physics and chemistry.


67TH STREET.
68TH STREET.
GIRLS' PLAY ROOM.
BOYS' PLAY ROOM
W.C
W.C
CLASS ROOMS.
CLASS ROOM.
CLASS ROOM.
CORRIDOR.
CLASS ROOM.
CLASS ROOM.
CLASS ROOM
RECEPTION ROOM.
LOBBY
OFFICE
CLASSROOM
CLASS ROOM.
CLASS ROOM.
Vestib
0 10 20 30 40 50 FEET
FIRST STORY.
LEXINGTON AVENUE.

11. Art Work.—Oil painting and clay modelling.

The kindergarten work is practised with all pupils under ten years of age. There are two lessons of this kind given every day, each of them lasting half an hour.

Drawing, which is considered the indispensable basis and necessary accompaniment of manual training, forms part of the regular programme of every class in the Institution. The pupils of the lower classes receive three lessons of half an hour each every week, but in the advanced grades two full hours in the week are spent in free-hand and two hours in mechanical drawing.

Construction work, which is to consist of cutting out various forms in paper, pasteboard, and thin wood, also in producing simple relief forms in clay, is practised with those of the pupils who are between ten and fourteen years of age. Two hours of each week are devoted to this branch of industrial instruction.

The little girls are taught sewing on two afternoons in the week, the lessons lasting one hour each, and the older girls, who attend the class in dressmaking, work twice a week, two hours each time.

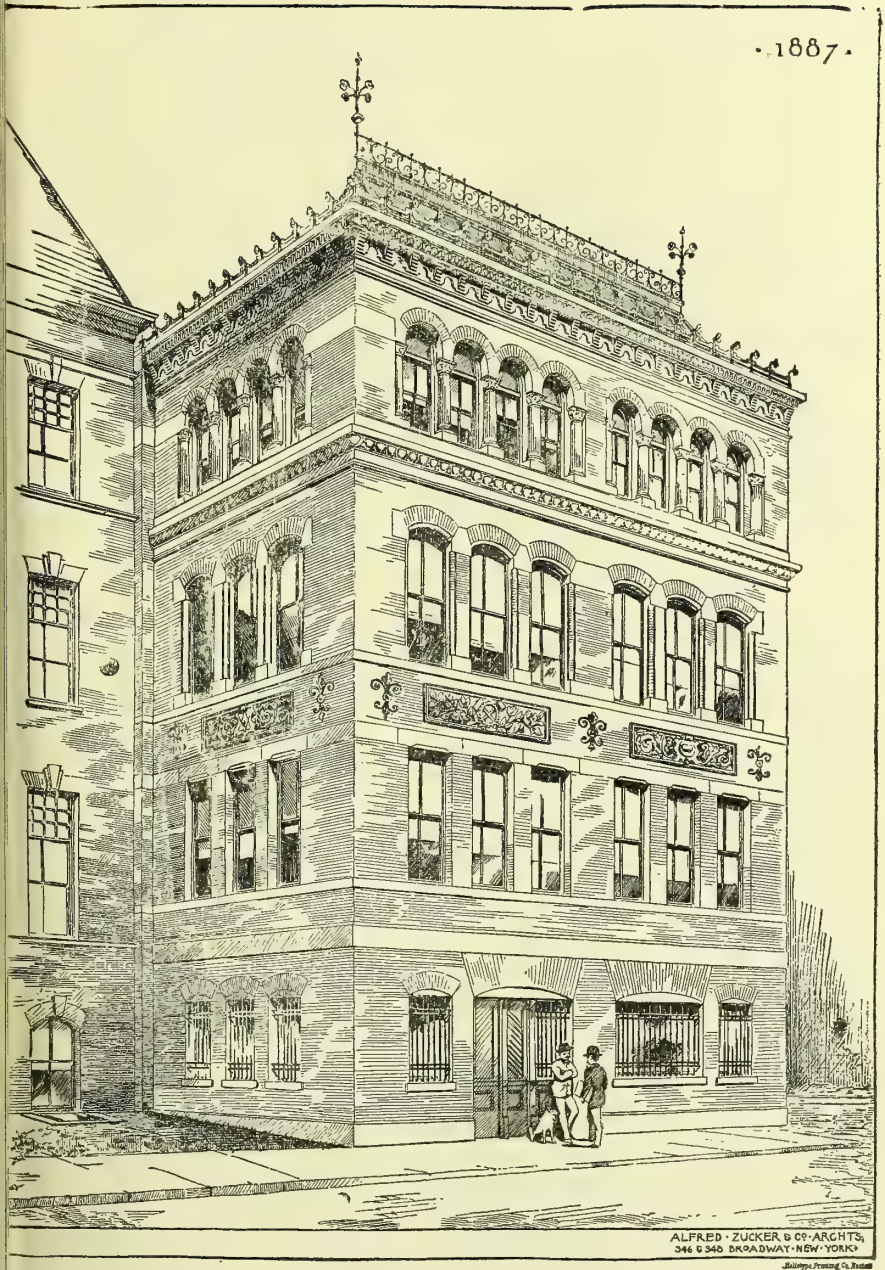
The cooking classes are four in number, each of them receiving one lesson of two hours per week.

The workshops are intended for boys over fourteen years of age, but such as are exceptionally strong and well developed may be allowed to enter the shops before they are fourteen years old. Instruction in shop work is given on four afternoons of each week, from four to six o'clock, by a gentleman who is a civil engineer, graduated from the Stevens' Institute of Technology, in Hoboken, N. J., and by a competent assistant.

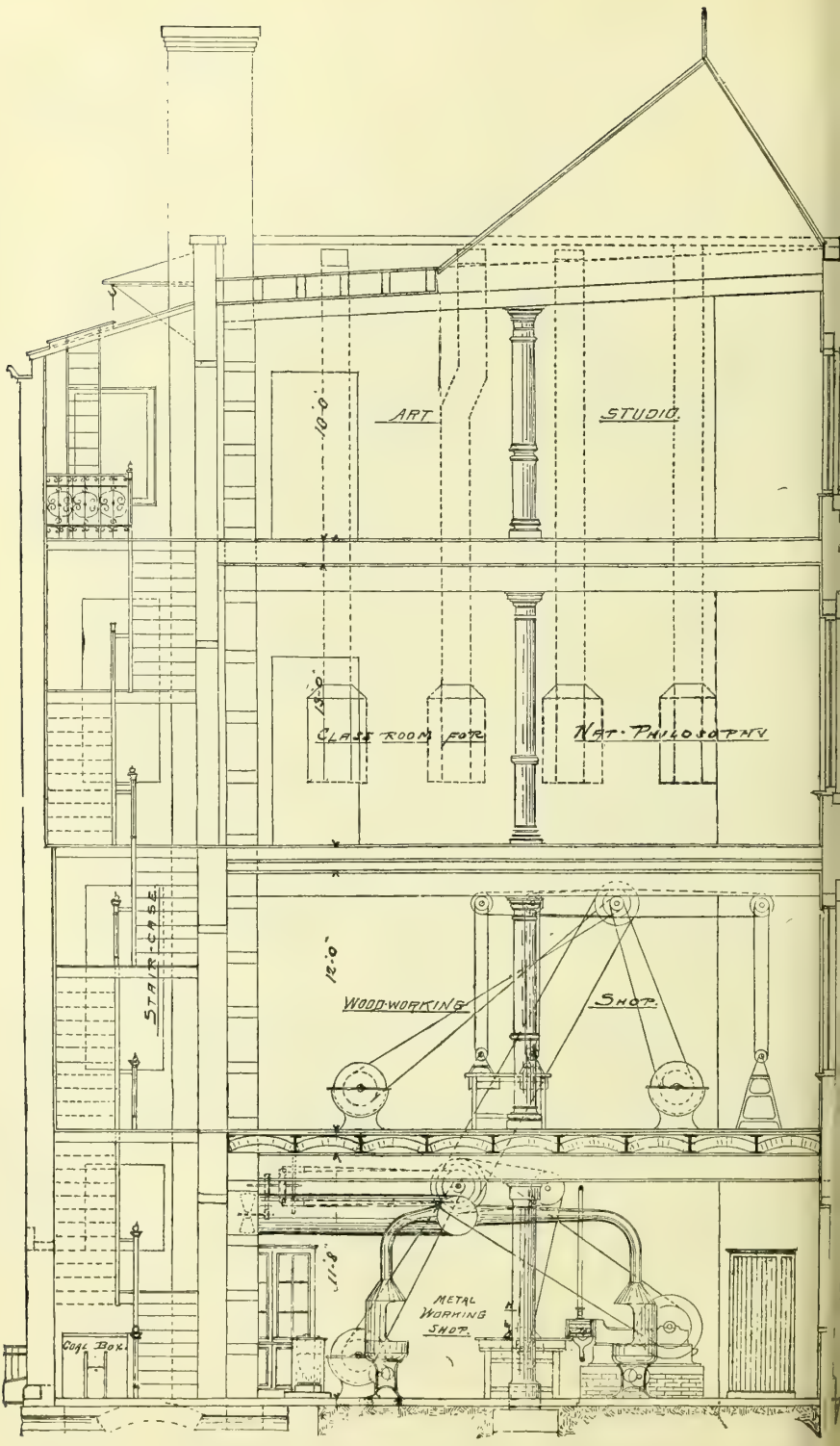
Object lessons in physics and chemistry are given to all pupils who are sufficiently advanced to comprehend these branches. They are taught how to manipulate the necessary apparatus and to perform simple experiments.

Girls and boys who have developed special artistic talents in drawing are admitted either to the class in oil painting, which is in session every Saturday morning from nine to twelve o'clock, or to the advanced class in clay modelling, which is open twice a week for two hours each time. These two classes are under the charge of well-known artists.

The former pupils of the institution have organized a society



MANUAL TRAINING AND ART DEPARTMENT.



CROSS-SECTION OF MANUAL TRAINING AND ART DEPARTMENT.

known as the Deaf-Mutes' Union League. The objects of this society are the literary, social, and moral advancement of its members and the promotion of their general welfare.

The present pupils maintain a society called "The Merry Makers." The object of this society is to provide for social enjoyment.

The following lists give the names of the trustees, teachers, and employés on the 1st day of January, 1893:

BOARD OF TRUSTEES

For the year 1892–'3.

President.

MARCUS GOLDMAN.

First Vice-President.

ALFRED S. HEIDELBACH.

Second Vice-President.

SIMON GOLDENBERG.

Treasurer.

LOUIS GOLDSMITH.

Trustees.

DAVID BACHRACH,	MARCUS GOLDMAN,
AUGUST BLUMENTHAL,	LOUIS GOLDSMITH,
EMIL CALMAN,	JULIUS HAMMERSLOUGH,
Dr. M. L. CHAIM,	ALFRED S. HEIDELBACH,
SIMON DAVIDSON,	NATHAN HERRMANN,
JULIUS EHRMANN,	SAMUEL SACHS,
SIMON GOLDENBERG,	ANSEL WEINBERG,

ALFRED ZUCKER.

Secretary.

HERMANN MOSENTHAL.

OFFICERS OF EDUCATIONAL DEPARTMENT.

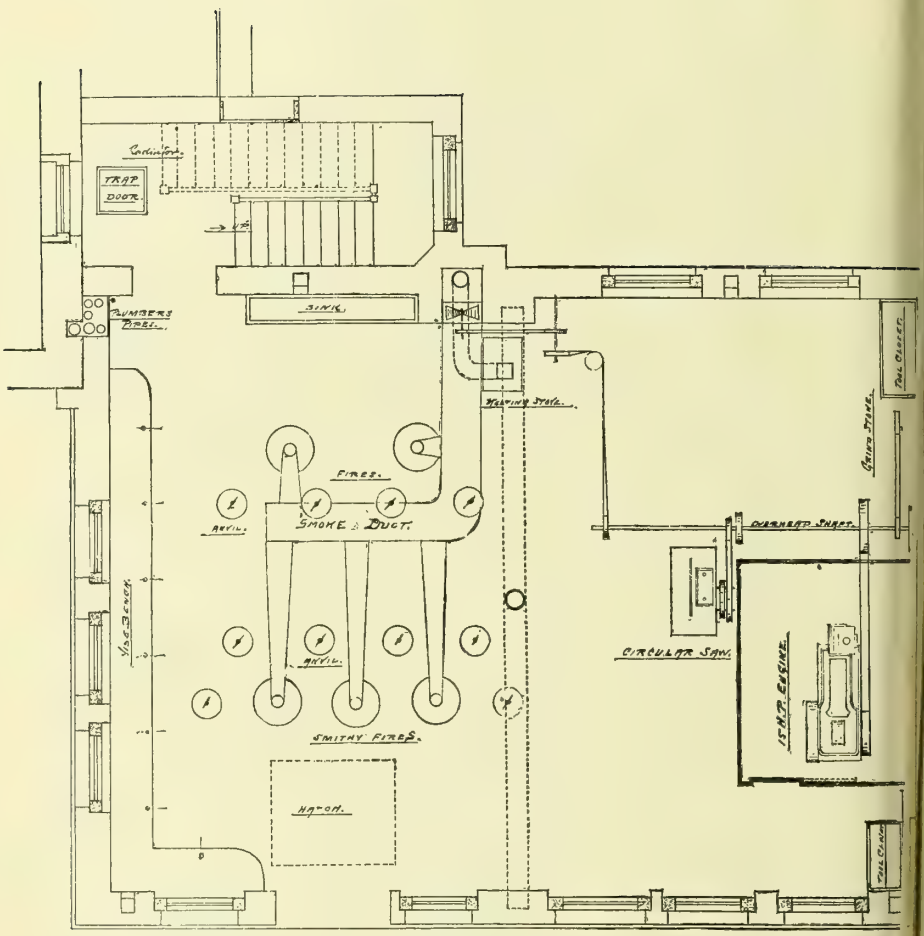
Principal.

D. GREENE.

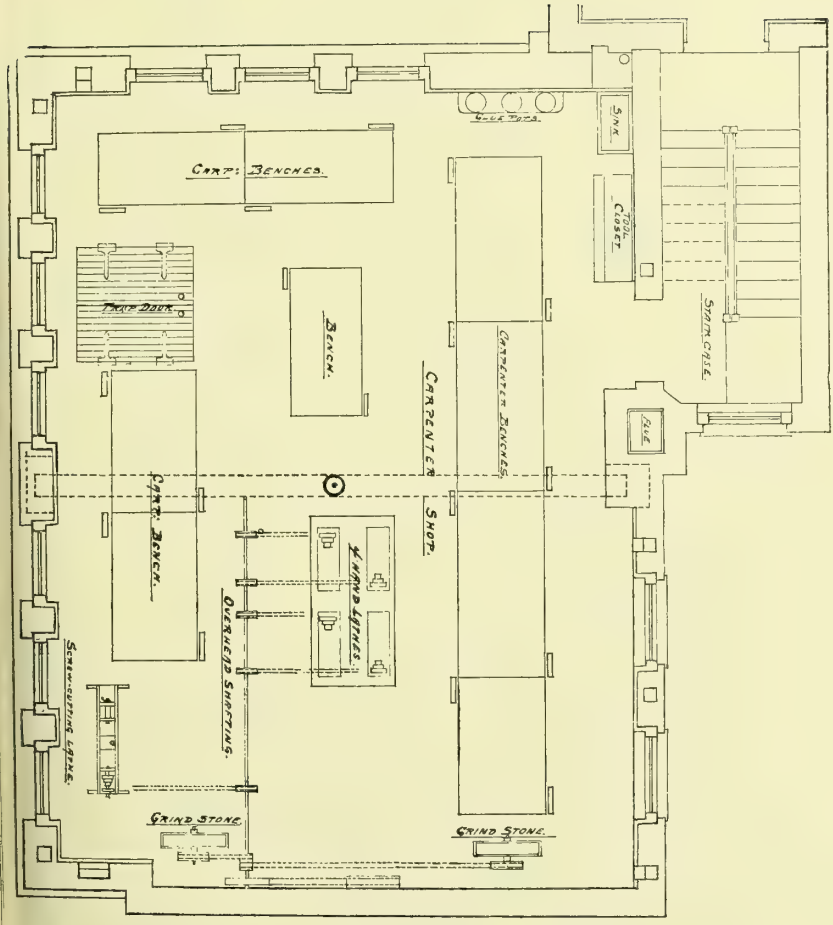
Teachers.

D. L. ELMENDORF,	S. L. D. SUMMERS,
M. E. POTWIN,	C. H. SUMMERS,
L. J. SMITH,	G. W. HUTCHINSON,
E. B. NESBITT,	T. A. HUMASON,
V. REAMY,	L. M. COOKE,
M. MARSHALL,	M. E. COMSTOCK,
I. A. PARMELE,	J. D. WRIGHT,

M. G. SEAY.



METAL-WORKING SHOP.



WOOD-WORKING SHOP.

Teacher of Oil Painting.

MAX EGLAU.

Teacher of Clay Modelling.

CHAS. A. LOPEZ.

Teachers of Mechanic Art.

HARVEY F. MITCHELL, C. E.
J. H. DE GROODT.

Teacher of Cooking Classes.

MRS. T. NESBITT.

ADMINISTRATIVE DEPARTMENT.

Attending Physician.

L. M. MICHAELIS, M. D.

Oculist and Aurist.

H. KNAPP, M. D.

Dentists.

Dr. E. FUERTH. Dr. GEO. J. OTTERBOURG.

Steward.

E. E. HOFFMAN.

Matron.

MRS. M. HARRIS.

Supervisors of Girls.

MRS. B. MAGUIRE. Miss N. KING.

Supervisors of Boys.

FRANCIS W. NUBOER. Miss E. L. CARMIENCKE.

Hospital Nurse.

Miss K. McLEAN.

CHRONOLOGICAL LIST OF PRINCIPALS OF THE INSTITUTION.

B. ENGELSMAN, March 1, 1867 to September 1, 1869.
F. A. RISING, September 1, 1869, to March 1, 1873.
D. GREENBERGER (now D. Greene), since March 1, 1873.



CLARKE HALL.



ROGERS HALL.



BAKER HALL.



DUDLEY HALL.



BAKER HALL. DUDLEY HALL. ROGERS HALL. CLARKE HALL.

CLARKE INSTITUTION

FOR

DEAF-MUTES,

NORTHAMPTON, MASS.

AN HISTORICAL SKETCH

Compiled from papers prepared for the celebration of the twenty-fifth anniversary of its founding.

Address by Gardiner G. Hubbard,

OF WASHINGTON, D. C.

The Founding and Early History of the Clarke Institution.

As the first President of the Clarke Institution for the Deaf, I have been requested to make a few remarks at the opening of these anniversary exercises. I shall speak briefly of the incidents which led to the origin of the school, its early days and friends, its financial and educational success.

In March, 1864, I presented a petition to the Legislature of Massachusetts praying for a charter for a school, in which the deaf should be taught to speak and read from the lips—this was I believe, the first attempt to establish a school for this purpose in the United States. This application was opposed by the friends of the American Asylum, on the ground that it was a visionary project and attempting the impossible. Dr. S. G. Howe, of South Boston, earnestly seconded the petition and appeared with me before the Legislature. Our efforts were unsuccessful and our proposition was rejected. I determined to show that it was not a visionary project, and meeting Miss Rogers, who was then teaching a deaf girl by articulation, we determined to organize a small school, so that when we again appealed to the Legislature we could show the results of our new system. A small fund was raised. Our plan was advertised in the papers, and after six or eight months, we found six pupils with whom we opened a school at Chelmsford, under the care of Miss Rogers. The Hon. Mr. Talbot, brother-in-law of Miss Rogers, soon became interested in our work, and was, with my friend Mr. Sanborn, a frequent visitor at the school.

In the Autumn of 1866, Mr. Talbot and myself called on Gov. Bullock and asked him in his message to the Legislature

to refer to our school and favor an application we intended to make for a charter for it. To our great surprise, he told us that hs had that morning received a letter from a gentleman in Northampton offering $50,000, if a school for the Deaf could be established in Northampton. The name of this gentleman —Mr. Clarke—was not given to us.

Gov. Bullock referred at considerable length to the offer of Mr. Clarke and recommended the establishment of a School for the Deaf in the Commonwealth of Massachusetts. That portion of his message was referred to a joint committee, of which our Mr. Dudley was Chairman on the part of the House. Numerous meetings of the Committee were held, most of them in the House of Representatives. The Committee listened attentively to the discussion by the Principal and some of the teachers and officers of the American Asylum of Hartford, in opposition, who honestly believed that it would be an injury to the Deaf to establish a school where articulation should be the method of instruction. On the other side, Dr. Howe, Mr. Sanborn, Mr. Talbot and myself appeared before the Committee. They visited the school at Chelmsford and my little daughter—now Mrs. A. Graham Bell—appeared before the Committee with her mother and governess.

This Committee reported a bill establishing a school at Northampton. And though favorably received, we were by no means certain of carrying it through the House, for it was opposed by two of the best speakers and ablest men of Massachusetts, Richard H. Dana, Jr., and Harvey Jewell. These gentlemen, or their friends and connections, were from Hartford and knew the good results accomplished by that school, and believed that signs were the only means by which the deaf could be taught. It was then that our worthy President, Mr. Dudley, rose and spoke in our behalf. He knew the deaf could be taught to speak, and wanted his deaf child to be taught to say father and mother. He spoke with full knowledge, from a warm heart, and his eloquent words convinced the House, and the bill was carried triumphantly.

The Clarke Institution was organized, and at its first meeting in October, 1867, Hon. Osmyn Baker was appointed treasurer, and immediately Mr. Clarke gave to the institution fifty thousand dollars. The corporation voted that an articulation

school should be established at Northampton ; that Miss Rogers, with her little school should be transferred there, as the nucleus of the Clarke Institution ; that two classes of state pupils should be taught, first, those who were partially deaf, second, those who had lost their hearing when over four years of age. It was also decided, that it should be a family, and home school, and the influence of home be secured for the pupils, not alone in school hours, but on the play ground and at meals, attendants always being with the children at their play and teachers sitting at table with their pupils. This home influence and constant contact of the teachers with the pupils has been one of the chief causes which has enabled us to achieve, to so large an extent, the object we sought.

We knew little of the German method of instruction, but Miss Rogers, and her successor Miss Yale, have from time to time tried various methods of teaching the deaf to speak and read from the lips. They have visited the best European schools and have studied the methods employed in them and they have at last made this school one of the best of its kind in the world. Though at first we thought it would be hardly possible to teach the congenitally deaf to speak and read from the lips, yet we soon found they could be taught and the record of the very first year shows, that, of the twenty pupils, eleven, or a majority, were either congenitally deaf or had lost their hearing at two years or under, and before they had acquired any language. The number of such pupils taught in our school has been continually increasing and now over seventy per cent. are of that class. They are no longer dumb, for the pupils we have graduated have gone into the world speaking men and women.

Our Institution from the outset has been visited by the Principals and teachers of schools in different parts of the country, who have come to observe our methods of instruction and thus a knowledge of our methods has been carried far and wide.

At a meeting of the American Association to Promote the Teaching of Speech to the Deaf, held this summer, it was unanimously voted that the Trustees of our school be requested to enlarge its training class for teachers. This request has been complied with.

NOTE.—The remaining part of this address is omitted.

*Address of F. B. Sanborn.

CONCORD, MASS.

The report made by Horace Mann in 1844–5, led the schools at Hartford and New York, then the largest in America, to take measures for at least imitating some of the European schools which preserved speech and taught articulation; but these measures were not followed up as they might have been, and have since been in the same schools. Consequently, when in 1864, those persons in Massachusetts who had more faith in oral teaching began to ask for a school conducted on that system, there was not a single teacher of articulation in any American school. It was at this time that the question was brought officially to my notice,—since the Hartford School was then subject to the inspection of the Massachusetts Board of State Charities, of which I was secretary from October 2, 1863, to October 1, 1868. When in the latter part of 1864, Dr. Howe became a member of this Board, (of which he was Chairman from October, 1865, for nine years, in which office I succeeded him), the cause of oral instruction had a powerful support, in a position where something could be done to promote it.

In March, 1864, Mr. Gardiner Greene Hubbard of Cambridge, afterward our first President, Dr. Thomas Hill, then President of Harvard University, Rev. James Dunn and others, petitioned the Massachusetts General Court for an act to incorporate a

*Only the closing pages of this address are here given.

school for the deaf in which the oral method should be used. In accordance with this request, a *bill incorporating such a school was introduced in the House, March 16th, 1864, and referred to the committee on Public Charitable Institutions, which gave hearings for some three weeks, and then reported promptly in the Senate, April 12th, that the bill ought not to pass. In making their final report, May 11th, (Senate Doc. 287, 1864) the committee gave this reason for stifling the movement,— "The present condition of the State finances does not warrant the expense of such an experiment, and yet we hope private benevolence here will prosecute it (the German method) and we would respectfully suggest to the Trustees of Hartford that a still farther and more thorough trial of the method might, under their hands, be more *successful*, or at least forever settle the comparative merits of these different systems of teaching the deaf and dumb." The recommendation of the Massachusetts Committee just quoted, apparently had no effect at Hartford, as no teacher of articulation was employed there between 1863 and 1868.

Later in the same year, two distinct and independent movements were made towards teaching articulation, the one in New York, the other in Massachusetts. That in the city of New York, looking towards the introduction of the oral method for the teaching of Hebrew children and others there, was begun June, 1864, by Mr. Bernard Engelsmann, a former teacher in Mr. Deutsch's Jewish school at Vienna.† He began to receive

*The bill was introduced by Robert Johnson, a member from Dorchester, probably drawn by Mr. Hubbard, and provided that Gardiner G. Hubbard and five other men should be incorporated as the Massachusetts School for Deaf Mutes,—they to be allowed five thousand dollars a year by the State, and to educate thirty pupils free of charge, from the State of Massachusetts. Rev. G. S. Ball, of Upton, Mass., then a member of the Legislative Committee, writes thus September 7th, 1892,—"Our decision was undoubtedly owing to the effort made by the Faculty of the Deaf and Dumb Asylum at Hartford. Its Principal, Mr. Stone, and others, spent some time at Boston and about the State House, determined to fight off the incorporation of the Massachusetts School for Deaf Mutes. The manner of instructing proposed in it was quite opposed to that at Hartford. I think it safe to say that the opposition of the teachers from Hartford was a large item of the influence which defeated the bill finally." Mr. Dudley, then in the Legislature, remembers only one public hearing, but there were probably more. Similar opposition from Hartford showed itself at the State House three years later.

†Mr. Engelsmann landed from Austria in May, 1864, and it was hardly a month before he had a deaf pupil engaged, to be taught by the German method. The society, formed early in 1867, consisted mostly of Hebrews, who contributed money freely for the New York school, and took pains to bring into it such children, mostly Hebrews,

individual pupils that summer, and before the winter of 1864–5 had a small school, directed solely by himself. It was not until February 27, 1867, that the parents of his pupils formed a society to sustain it, which was incorporated January 11th, 1869, under the name which it still bears of "The Institution for the Improved Instruction of Deaf Mutes." But the school itself, supported by this society, opened with ten pupils, March 1st, 1867, in New York City, and the number under instruction steadily increased. Nothing was known of this school, however, in Massachusetts.

It was in November, 1864, that Miss Rogers, knowing little of the controversy between the two systems, nor of the New York school just mentioned, nor of the attempt to introduce the oral system in Massachusetts, took a little deaf girl (Fanny Cushing) as a pupil for the winter. She had then no experience in teaching deaf children, but had known something of the instruction given to Laura Bridgman, since her eldest sister had been a teacher at Dr. Howe's School for the Blind in South Boston, and for a year or two taught Laura a part of each day. Laura Bridgman was never taught to speak, and when Miss Rogers decided to take Fanny Cushing, she knew of no American instance where speech had been imparted to the deaf; although Charles Green in the last century, and Enoch Whipple, (of Mystic, Conn.) soon after 1830, had thus been taught to speak, by the desire of their parents.* But she thought "What has

and of German origin, as needed instruction in New York. The members of this society were themselves all Germans, and had no knowledge of any movement in Massachusetts, to introduce the oral method there. They naturally adopted the system best known to them, and which had prevailed in Germany at that time for nearly a hundred years. It does not appear that the New York Institution, at the head of which was then Dr. Harvey L. Peet, father of the present Dr. Peet, manifested any hostility to this German school, or sought to oppose its incorporation in 1869.

*The case of Charles Green, is related in the North American Review for April, 1867 [Vol. civ.] pp. 523-525. The case of Enoch Whipple was presented at some length by his father, Jonathan Whipple, in the legislative hearings of 1867, at Boston; and in an interesting letter to Miss Rogers, (April 9th, 1888), the son gives an account of his education at home by his father. He was born March 15, 1826, and was so well instructed by his father before 1832, that he was able to go to the common school, and read the lips of his teachers. He was not perfectly deaf, but had not hearing enough to take part in an ordinary conversation, except by lip-reading. In 1844, at the age of 18, he appeared before a convention of school teachers at Hartford, and was examined as to his articulation and hearing, in the presence of Horace Mann, Dr. Henry Barnard, then Commissioner of Education in Connecticut, Dr. Edward Jarvis of Concord, Mass., William B. Fowle, and other friends of education. Some account of this examination will be given subsequently.

been done in Germany can be done in America," and so she resolved to make her pupil talk, if possible.

Miss Rogers soon learned, however, of cases even in America, where deaf children had been successfully taught to speak, and before taking her single pupil to her home in Billerica, she visited Mrs. Henry Lippitt of Providence, whose daughter, now Miss Jeanie Lippitt, had become deaf at the age of four, and although her speech had gradually been lost until she retained but two words, it had been revived and improved by the care of her mother. Mrs. Lippitt had done this at the advice of Dr. Howe, whose success in teaching Laura Bridgman, naturally made him known to many persons having children so afflicted. Mrs. Lippitt and her sisters had taught Jeanie orally at home, and in 1864, at the age of twelve, she spoke fluently, and had advanced nearly as far in education as other children of her age. Lip-reading, of course, was the means this child employed; but Miss Rogers at first undertook to use the manual alphabet with her pupil, thinking perhaps it would be an aid to the child's early mental development. She soon decided it was not best to combine the manual and oral methods, and she gave the parents their choice between the two. Much to the gratification of Miss Rogers,* they chose lip-reading and articulation; so that the manual alphabet was then abandoned. Mrs. Lippitt encouraged her in this abandonment of the "combined method," which Miss Rogers has never since favored. Having success with her single pupil, in the spring of 1865, Miss Rogers not wanting to spend her time with one child wished for others to teach, and while meditating how she could procure such pupils, her friend, Mrs. Mary Swift Lamson, (author of the Life of Laura Bridgman), through whom she first heard of Fanny Cushing, introduced her to Mr. Hubbard, already mentioned,

*While Miss Rogers was visiting Rev. G. M. Rice of Westford, Mass., she mentioned that she was about to teach a deaf girl to speak, whereupon Mr. Rice said, "There is a newspaper article in my study, — I don't know why I have kept it all these years, unless it were for you." He then produced a printed letter, written from Berlin years before, (probably by Dr. Edward H. Clarke, the eminent Boston physician), giving an account of a visit to the Berlin school, where the deaf were taught to speak. This gave her the first practical knowledge of the German method; but not till she saw and heard Jeanie Lippitt for an hour, did she understand what lip-reading could do. "It seemed to me like a miracle, and never before did I experience such intense enjoyment."

whose deaf daughter (now Mrs. Alexander Graham Bell) was then a child needing instruction, and receiving it orally at home.*

Mr. Hubbard desired to see Miss Rogers and her pupil in Boston; and they visited Mrs. Lamson (November 7th, 1865,) to meet him,—Miss Rogers supposing she was only to meet Mr. Hubbard. But he had invited other gentlemen to be present, among them President Hill of Harvard, and Rev. Edward N. Kirk, then an eminent clergyman in Boston. Dr. Kirk, after seeing what progress Fanny Cushing had made in a year, drew up a certificate, which was signed by himself and the other gentlemen present, to the effect that they had seen a deaf child, taught to articulate and read the lips by Miss Rogers, and had heard her perform these exercises. This certificate and a brief advertisement soliciting pupils was then inserted by Mr. Hubbard in several of the Boston newspapers; and gradually parents responded and pupils came in, and the little school was opened June 1866, at Chelmsford with three pupils.† During that month two others presented themselves, another entered in September and two more in the spring of 1867, so that she now had the requisite number of pupils. But in the meantime, John Clarke had announced his readiness to endow a school; the Legislature, after long hearings and discussions, had voted to incorporate the

*Mr. Hubbard writes:—"The only object of the school proposed in 1864 was to teach the deaf by articulation, and the petition and bill were my own act, without aid from anyone. I wished that others should have the same education as that by which my daughter had been so greatly benefited. She was taught only by articulation, for we neither knew nor believed in any other method. As soon as she lost her hearing she yet continued talking, which proved that hearing was not essential to speech. We said, 'If Mabel can speak to-day, why should she not to-morrow?' We therefore never allowed her to use signs, and when she did so we would not understand, and so she was compelled to talk. After some time we heard of Jeanie Lippitt, and that encouraged us. In 1864, Dr. Howe appeared before the legislative committee at my request, to state what he had seen in Germany, and what he believed could be done in America."

Dr. Howe in a report to the Legislature in 1866, said: "Speech is essential for human development. Without it full social communion is impossible; since there can be no effectual substitute for it. The rudimentary and lower part of language, or pantomime, is open to mutes; but the finer and higher part, that is, speech, is forever closed; and any substitute for it is at best imperfect. This begets a tendency to isolation; which not being so effectually checked during youth as it is with the blind, by a sense of dependence, becomes more formidable."

In the Northampton school speech has never been considered "essential for human development," but the spirit which leads to the use of all available means to retain and improve speech, and to extend education, both for the blind and the deaf, has been the same at Northampton and at South Boston.

†Miss Rogers had already engaged Miss Mary Byam, of the adjoining town of Chelmsford, to assist her in teaching, and had found quarters for her prospective school in that town.

Clarke Insitution, and to amend materially the State system of instruction for deaf children.

The Chelmsford School has been thus specially mentioned, because it was through its friends that this infant enterprise, out of which the Clarke Institution grew, was enabled to go on through the critical years 1866–67, until the State of Massachusetts practically adopted its energetic teacher and her system of instruction. One of its pupils was a cousin of Mrs. Lamson, Roscoe Green of Providence, who completed his education at Northampton, and at his death left our institution a legacy of $2000. His tuition was paid by his family, and one other pupil was thus paid for; but only two of the eight who came with Miss Rogers from Chelmsford to Northampton, had friends able to pay their tuition. Mr. Hubbard therefore raised about $1000 among his friends in Boston and the vicinity (Governor Talbot, Mr. Francis W. Bird, Mr. S. D. Warren, and others subscribing) and this enabled the school to go on until the autumn of 1867. Mrs. Lippitt of Providence gave $125, but this, not being actually needed, Miss Rogers some years later proposed to send back, for the benefit of an oral school in Providence. To this Mrs. Lippitt did not consent, but increased the sum to $500 and thus created the Jeanie Lippitt Prize Fund of the Clarke Institution.*

The application made to the Massachusetts Legislature of 1867 was very different in its commencement and conclusion from that of 1864. The Board of State Charities had converted the Governor of Massachusetts, and many of the leading citizens to the opinion that our State ought to have a school of her own for deaf children, and this sensible proposition was strongly re-inforced by the offer of Mr. Clarke to give a large sum at once for

*Miss Lippitt and Roscoe Green, after the latter had been for nearly a year under instruction by Miss Rogers, held a conversation in the drawing-room of Mrs. Josiah Quincy, of Park Street, Boston, (where the pupils of the Chelmsford School were holding a reception,) which was witnessed and listened to by a hundred members of the Legislature of 1867,—among them, Mr. L. J. Dudley, now President of the Clarke Institution. In a letter to Miss Rogers (April 8th, 1888)) Mr. Dudley said, "The first thing, and the only thing, that gave me faith in articulation or lip-reading for some of the deaf, was the conversation between R. Green and J. Lippitt in Mr. Quincy's parlor. The first thing, and the only thing, that extended this faith to any of the deaf-born, was Teresa's all-unexpected clear and distinct utterance one night in my parlor, 'Papa, I can say Fanny.' This was like the voice from Heaven to St. Paul on his journey, and this completed my conversion." Teresa was Mr. Dudley's only child, who had been a pupil at Hartford, where nothing was done to give her speech; but she gained it later under oral instruction.

the establishment of such a school, and to leave it the bulk of his property. Accordingly, Governor Bullock, in his annual address for 1867, communicated this offer to the Legislature, and recommended the incorporation of such a school. A special committee of the Senate and House was appointed on the Education of Deaf Mutes, of which Hon. F. B. Fay, of Chelsea, was Senate chairman, and Mr. L. J. Dudley House chairman ;* and this committee not only gave numerous hearings on the general subject of the two systems of instruction, but visited the Chelmsford and the Hartford schools, and received testimony oral and written, from many sources. The experience of Jonathan Whipple in educating his deaf son, was brought before them, and so was that of Dr. Blanchet, and the Abbé Carton, distinguished friends of deaf-mute education in Europe. It was urged not only that the use of the sign-language had been carried too far in America, to the exclusion of the oral method ; but that it was very important to begin the education of deaf children some years earlier than they could be received at Hartford and that the time should be lengthened during which they were to remain under instruction at the expense of the State. This part of our request was directly granted by the Legislature, which passed a law to that effect; and while they did not in terms authorize the use of the oral method, the whole effect of their report, when printed with its accompanying testimony, was to favor this system. Particularly was this the effect of the testimony of old Jonathan Whipple,† whose efforts to teach his own child articulation and lip-reading, had been viewed with some disdain by the promoters of deaf-mute instruction in his native State of Connecticut. Dr. Howe, Mr. Hubbard, the late Governor Talbot, Mr. George Walker, then of Springfield, and myself, ap-

*Mr. Dudley says, "I was about equally anxious for the earlier education of deaf children, for the preservation of speech acquired before the loss of hearing, and to those who retained some hearing. I did not expect Teresa to profit by our new school except possibly in lip-reading."

†See his letters appended to the report of the committee (Senate Doc. 1867). His son and pupil Enoch Whipple in 1888 thus describes his father's method; "I well remember I often when a child, took father's chin and turned his face to mine, when averted, that I might see his lips as he was talking ; also I would feel a jar sitting on his lap leaning against his chest that excited my curiosity to know what was going on. Father used to tell me that he noticed something in my actions which caused him to think I was endeavoring to imitate him in speech and showing a willingness and aptness to learn to talk. He followed that clue up until thoroughly convinced that articulation was possible and practicable, so continued my education. He of

peared before the Committee, with testimony or arguments. So did the chief authorities of the Hartford School, who were heard with attention, as their sincere devotion to their work deserved ; but who could not overthrow the ocular and aural evidence in favor of the oral system which we produced, either in the Senate Chamber, or at receptions.

The charter for the new Institution being at last secured, the first twelve corporators met and organized, July 15th, 1867, at which meeting it was voted to make articulation and lip-reading the method of instruction at that school, and to invite Miss Rogers to break up her little school and come and take charge of the Clarke Institution, bringing her pupils with her. This was not what Miss Rogers had desired, hoping to have her school near Boston, and dreading the responsibity of an institution, but the friends of the Chelmsford School, Mr. Hubbard, Mr. Sanborn and Mr. Talbot thinking it best that she should accept, she yielded, leaving Chelmsford in August, 1867. The Clarke Institution school opened October 1st, 1867, and had twenty pupils the first year, eight being from the Chelmsford school.

The course of instruction pursued here has varied from time to time in form, but very little in spirit; for our constant effort

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course had the aid of his family as he was not at home all the time. When I was about 18 years old there came an educated mute in father's shop, a pupil of the Hartford Institution. Father asked him if he could speak. He answered 'I can hear none.' Father says notwithstanding that, I think I can teach you to speak, and he did speak quite plainly a number of words from reading his lips. So that convinced him in his idea that any intelligent mute person can with proper teaching be brought in communication with hearing people in the natural way. Alluding to his appearance before the Convention in Hartford in 1844, he wrote, 'Father was requested to converse with me. He spoke very low to me. I was standing a little distance from him. Those near him could hardly catch his words.' But Mr. Fowle said, 'I am not satisfied with that; I want something written that no one knows anything about but myself, for there may be collusion between them what to say.' So a written article was handed to father that he may read to me. Then placing me several feet from him, and told me to repeat after him what he read, he making no noise whatever. I read as well as if the paper was in my own hands. Then Mr. Fowle said, with clapping of hands, 'I am perfectly satisfied that the young man truly read from the lips.' As a further test of my ability to read, one of the delegates handed me a paper, after reading a sentence he said, 'There is not one in twenty that can read as well as that.'"

Mr. Whipple goes on to say (at the age then of 62), "In some lines of life my deafness is a drawback. I should make poor headway doing business as a traveling agent; should have to explain my situation continually. The prevailing fashion of wearing the mustache perhaps is the greatest obstacle to a free intercourse that I have to contend with. In some respects I think deafness is no detriment to me, when engaged in reading as I then can have a quiet time." Mr. Whipple's descendants have for twenty years and more been managing a school for the deaf near their home, which receives aid at present from the State of Connecticut, as the Hartford School does ; and pursues an oral method of its own different from that in use at Northampton.

was not only to give articulation that place in the American system of instructing the deaf, which it failed to attain from accidental causes in the first half of this century,—but also to give our method that perfection of theory and thoroughness in application, which could alone make it serviceable in other States. To a certain extent this has been done, and we have the satisfaction of knowing not only that our own instruction has improved during the twenty-five years since we began in this city, but that the oral method has largely and profitably extended throughout our country, and partly in consequence of our example. When we began in 1867, there were hardly thirty children in all the United States taught by the oral method. Nine years ago, (in May, 1883) statements were compiled by this Institution which showed how many pupils were then receiving oral instruction in the United States—the number being 1988. It is now much larger, namely, 4245.* The American Asylum reports over sixty-seven per cent. of all its pupils as taught articulation last year. But nine years ago the New York Institution, which had pronounced so decisively against the oral method, was giving instruction in articulation to no less than 200 of its 440 pupils; and in that year, Rev. Charles A. Stoddard, one of its representatives at the International Congress in Brussels, earnestly urged the directors to extend oral instruction in that Institution. His language deserves to be quoted, as one of the many certificates to the excellence and necessity of the system adopted at Northampton sixteen years earlier:

"As the result of my visit to the Congress, and the deaf-mute schools on the continent of Europe, I urge the Directors to extend oral instruction and instruction in lip-reading to every child under our care. If upon a thorough trial it proves impossible in any case to teach a deaf-mute to speak so that he can be understood by hearing persons, or if from defective vision he is unable to read the lips, we can resort to the manual alphabet or the sign-language for his instruction. With the results attained in Europe by the oral method before us, it seems to me unwise and unfair to our pupils and to the State, to cling to sign-language as the best method of instruction."

I have thus attempted to set forth, sometimes very generally, and sometimes much in detail, the history of teaching by articulation in the United States, up to the time when the Clarke

*See American annals of the Deaf, January, 1892.

Institution became fully established. Since then it has had excellent coadjutors in the cities of New York, Boston, Portland, Providence, and elsewhere ; and especially for the last two years in that Society for the Promotion of Speech among the Deaf which was organized under the presidency of Dr. Bell, and has already done so much good work. Mention should also be made here of the recent change in methods at the Philadelphia Institution for the Deaf, where Mr. Crouter, the Principal, has introduced the oral method to so great an extent that the Oral Department of that School which has been in existence for some years, will at the opening of the coming year receive all entering pupils. Similar changes will no doubt take place elsewhere; and though no system for teaching deaf children can be unattended with difficulties, it is our faith that we have adopted one that can be modified as convenience dictates, until it shall meet the needs of all the pupils in all the States of our country and Canada. For it may be noticed in passing that the Canadian schools take an interest in this method, and are likely to introduce it more and more as the years go by. It is worthy of note that France itself, where the Abbe de L'Epee, in the last century so intelligently and generously established instruction by signs, has long since adopted in its national institutions the oral method ; which there had to overcome not only the traditions we have encountered in this country, but also the natural aversion of the French towards adopting any system that could be described as German. In fact, the oral method, however, is neither German nor English, nor Dutch, nor even Spanish ; but is the natural method to which other systems must in time give way, however ingenious or useful they may have proved to be.

Address by L. J. Dudley.

PRESIDENT OF THE CORPORATION.

The good done by the Clarke Institution during the last twenty-five years is not to be measured *solely* by speech given to the speechless, nor by culture given to the mind. The deaf have been uplifted, at least in Massachusetts, *outside* the schoolroom. The child of four senses is no longer regarded as possessing only in a partial degree the attributes of average humanity ; and it no longer figures in our statutes and State documents as one of the pariahs of society. It has come to be recognized as having an *unclouded* title to a place in the genus homo, and to all the rights pertaining thereto.

Twenty-five years ago, only six years were allowed by the State for the education of a deaf child, and that exclusively by signs. It would seem that the slower the progress possible to be made, the shorter was the time allowed for making it. The hearing child learns the most practical part of its mother tongue from its mother's lips and from the common parlance of the family before it goes to school at all. It would take the deaf child at least four years to reach the vantage ground with which the hearing child *begins* school life. This would leave but two years in which to complete its education.

Now, every deaf pupil is allowed ten years of schooling ; and if the parents desire and certain reasonable conditions are met, the Governor of the Commonwealth is authorized to prolong this period of ten years indefinitely.

Then again, the six years of schooling allowed, were not expected to begin till after twice six years of an almost blank existence. Now, the deaf child can enter school at any time thought best after it has become five years of age.

Twenty-five years ago, even the modicum of schooling that was allowed, was totally dissevered from any connection with the Educational Department of State affairs and was consigned to the Department of Charities. Deaf children were practically put in the same category with mendicants, imbeciles, and lunatics ; and deaf-mutism was practically classed with pauperism, idiocy, and insanity. Even the parent who asked no favor of the State in educating his deaf child, could find no account of the school which he must needs patronize except side by side in the same volume with reports of Institutions for the vicious and disreputable classes in the Commonwealth.

Now, the deaf children of the State are recognized by the Board of Education as a part of their charge, and reports respecting the Clarke Institution, the Horace Mann School, and the Hartford School annually appear side by side in the same volume with reports respecting the other educational Institutions of the Commonwealth.

Less than twenty-five years ago, an indigent parent could have his deaf child educated only by taking the attitude of a mendicant. By law he must declare in a prescribed form, his inability to educate his own child ; get his veracity certified by a municipal officer ; and then ask the State to do, what it was already doing for three hundred and forty thousand children without the asking, give his child free schooling. He could avoid this humiliation only by letting his child grow up in ignorance. A parent not altogether devoid of means, was taxed to educate all the hearing children of his municipality, to furnish them free textbooks and a preparation for college if desired, and was then left to bear the educational burden of his deaf child alone, without even that pittance from the School Fund which is appropriated for every child of five senses. Deaf children were counted in to draw School money for their respective towns and cities but counted out in its application.

Now, all this is changed. The schooling of the deaf is as free as that of the hearing child. In the words of the Statute enacted five years since, "no distinction shall be made on account of the wealth or poverty of the parent or guardian." If poor, he has to make no avowal of poverty. If not poor, he is taxed like others for educational purposes, and then shares with others, the benefits of such taxation.

Some years ago, appropriations were made for the instruction of the indigent deaf by this legislative formula, "For the *support* of Massachusetts *beneficiaries* in *Asylums* for the Deaf *and Dumb,* and in other Institutions of the same character."

In this formula their schooling was called a "support"; their schools, "asylums;" and themselves, "dumb" "beneficiaries."—Now, the formula is, "For the *education* of deaf *pupils* of the Commonwealth in the *schools* designated by law."

The term "beneficiaries" was retained in the reports of the Board of Education, for some years after their supervision of deaf pupils began. It is by no means an obnoxious appellation in itself, but as it was not applied in the same reports to the tens of thousands in our public schools whose education costs their parents nothing; nor to the eighty recipients of free scholarships in the Agricultural College, which cost the State ten thousand dollars a year; nor to the twenty recipients of free scholarships in the Worcester Polytechnic Institute, the consideration for which had been a grant by the State of fifty thousand dollars; nor to pupils in our Normal Schools preparing for remunerative professional life, whose tuition is free, and some of whom, receive State aid in paying for board; the designation of *deaf pupils only* as "beneficiaries," seemed to be invidious and to imply that they alone were the recipients of a gratuitous charity. In view of these facts, the Secretary of the Board was persuaded to change the designation of beneficiaries to that of "Massachusetts Pupils."

Not many years ago, the three Schools for the deaf patronized by the State, were called in official documents "Institutions aided by the State." Here again was an implication of charity. Yet at every one of these schools, all the funds, land, buildings, furniture, fixtures, and appliances of whatever kind, had been provided without any expense to the Commonwealth; and the *annual* charge for State pupils at each was much *less than the actual cost.*

During the five years ending in 1886 (when the investigation was made) indisputable data showed that the Horace Mann School had received for the tuition of State pupils an average of three thousand dollars a year less, and an aggregate of fifteen thousand and thirty-five dollars less than cost—that the Hartford School during six years ending in 1886, had charged to the

State an average of four thousand and three dollars per year, and an aggregate of twenty-four thousand and twenty-one dollars, less than cost—and that the Clarke Institution during the same period had charged the State an average of seven thousand one hundred and sixty-six dollars per year less, and an aggregate of forty-two thousand nine hundred and ninety-six dollars less, than cost. In other words, instead of being Institutions aided by the State, the State had been aided by the Institutions in only six years, to the amount of eighty-two thousand and fifty-two dollars, besides being saved the expenditure of a single dollar for land, buildings, and equipments for the education of her deaf children.

The development of all these facts made the designation "Institutions aided by the State," untenable, and it has been replaced by that of "Special Institutions." We would that they were called Special Schools, and that "The Clarke Institution for Deaf Mutes" had for its corporate name simply The Clarke School for the Deaf. The sooner all phraseology which has so long served to broaden, deepen, and intensify demarcation between hearing and deaf pupils, is discarded, the better it will be for the latter class.

Formerly, every speechless child was denominated "deaf *and dumb.*" This terminology *originated* in utter ignorance that speechlessness is not a separate and independent infirmity but only a consequential one, and it originated at a time when the so called dumb child and the actually dumb brute were supposed to be about on a par in the matter of intellect. Strange to say, this terminology was, till recently, universally retained in this country, notwithstanding the known brutishness of its origin, and notwithstanding that the best lexicography had declared that the word "dumb" is properly applied *only* to *creatures* which do *not possess* the *organs* of *articulate speech.* To apply to the deaf child an epithet which expresses the *most universal characteristic* of the *brute creation,* is to keep alive in the public mind debasing and disparaging associations. To the unthinking "words are things" as another has said, and in their vague estimation, the dumb human biped and the dumb quadruped are not very far apart. Had this brutal epithet been discarded a hundred years ago, much of the conscious depression and low public estimate of the deaf as a class, and much of the humiliation of parents, would have been obviated.

But in our own Commonwealth at least, a change has been effected. As Massachusetts was among the earliest of the States of the Union to make such provision for the education of the deaf as their *then supposed* meagre capacity warranted, so she has been the very first to expurgate from her legislative formulas and State documents, all disparaging terminology. Her deaf children now figure in official phraseology simply as Massachusetts Pupils. This reform has also extended to other high and influential quarters. From the name of the organizations now known as the "Conventions of American Instructors of the Deaf," and from the title of their organ, a quarterly magazine, now called the "American Annals of the Deaf," the words "and dumb" were expurgated six years ago.

All the foregoing changes and reforms have served to elevate the deaf as a class, in public estimation; to inspire them with self-respect and self-confidence; to increase their chances for remunerative employment; and to relieve their parents from either an humiliating avowal of poverty, or unjust double taxation to educate their children.

In every one of these measures which have so enhanced the well-being of the deaf in Massachusetts, the Clarke Institution can truthfully claim to have been the prime mover, and in some of them the sole actor.

From the Report of the Principal,

CAROLINE A. YALE.

Gentlemen of the Corporation:

* * * * * * * * * * * *

In submitting to you the twenty-fifth report of the school under your care, it will be fitting to report, not only for the single year just closed, but also to review the work of the school during the whole period of its existence and sum up the results of our experience as shown by our present organization and methods. The school opened in 1867 with twenty pupils and two teachers; it now contains one hundred and twenty-seven pupils and fifteen teachers. A single school and family embraced all the pupils at that time; now the school is divided into departments and instead of one home and family there are three, quite separate and distinct—one containing twenty-five young children—another containing about fifty—and a third containing fifty of the oldest and most advanced. By this division and the subdivisions in each family and by the emphasis laid, from the first, on the importance of household arrangements and of the family life under the care of teachers and playroom attendants we feel assured that many of the objections to so-called "institution life" are removed. *Each teacher and attendant may know intimately every boy and girl under her care and exercise over each that personal influence which is quite impossible when a larger number is under the care of one person or where teachers do not live in constant contact with their pupils, directing their reading and conversation, sitting with them at their meals, going familiarly out and in

*See Appendix.

among them. Such family life is more expensive it is true but we cannot doubt that it is well worth the cost.

The methods employed in the class-rooms have developed with years of experience and the increased number of pupils under instruction. The school was opened for the benefit of two classes of pupils. "I. Those who are partially deaf. II. Those who lost their hearing when over four years of age." No provision was made for children wholly deaf from birth, but, the fact was, that several wholly deaf congenital mutes were admitted the first year. Of all the pupils now members of our school seventy per cent. were born deaf or became deaf at or before the age of two years, and the same is true of over sixty per cent. of all the pupils ever in the school. Less than twenty-five per cent. of the pupils now in the school retained sufficient hearing or speech on entering to be called semi-deaf or semi-mute. Twenty-five years ago we hoped that remnants of speech left after hearing was lost might be preserved and that speech might be given to those having some slight power of hearing; now any deaf child is admitted, and the conviction has grown very strong that every deaf child should have the opportunity to learn to speak and to read from the lips, and moreover we have come to believe that even for pupils with imperfect vision lip-reading is no more taxing to the sight than the reading of rapid sign making or manual spelling. For all pupils written language can be used with spoken language, and spoken and written language in the hands of competent teachers seems to us the best and in a vast majority of cases the only necessary means for the education of deaf children.

As to methods of expression, intelligible speech is no doubt incomparably above all others and even poor speech is quite as intelligible among people in general as manual spelling or signs however graceful. No one thinks of advising the disuse of the very imperfect speech of the child with cleft palate—not more intelligible than that of many deaf children. The poor speaker, and the user of signs and the manual alphabet, are alike forced to use writing as a last resort.

The present course of study for our pupils may be briefly outlined as follows :—For young children having received no previous instruction a series of carefully planned and graded exercises has been devised. The exercises have for their main purpose

the development of attention, observation and imitation, through the exercises of the senses of sight and touch—the only two of the intellectual senses remaining to our pupils. Sight is cultivated through exercises in motion, form, color, and number; touch is cultivated by applying it to the perception of form, size, weight, surface, texture and the vibration of strings. The eye is thus trained for quicker acquisition of spoken and written words and the fingers are trained to detect the delicate vibrations and changes in the throat and mouth, a familiarity with which greatly aids in the acquisition of speech. The foundation of speech is laid in a thorough knowledge of the elementary sounds, not as indicated by diacritical marks, but as determined by their position in words. In this way all the help possible is given the child from the outset for the long struggle with pronunciation which lies before every English speaking person. The development of language is according to a clearly defined arrangement of grammatical principles. These principles, however, are not given the child as such but serve as an aid to the teacher in the selection and arrangement of exercises in simple English—such natural English as will most readily lend itself to the needs of the child's daily life. This language is at first interpreted to him by the use of objects, actions, and pictures. The four or five years of the primary course are devoted almost exclusively to the acquisition of language, numbers and introductory lessons in geography being begun in the third year.

In the Grammar School department arithmetic, geography, history and the natural sciences are taught as nearly as possible according to the best methods employed for their acquisition in ordinary schools. Drawing from casts and *wood-carving are also taught in this department.

The formation of the *speech habit* and the *reading habit* are considered of paramount importance. First let the child come to spontaneously express himself in spoken language and look for that in others, and second let him be shown the delightful things that are to be found on the printed page. The acquisition and use of language come with the effort of the child to put his own thoughts into words and to get the thoughts of others from their spoken or written words. Could each child have always by him an enthusiastic and devoted teacher, making language

*See Appendix.

live and real to him every hour of every day, as Helen Keller has had, Helen's rapid acquisition of language would seem less a miracle. Ordinarily, however, it is from the printed page that our pupils must acquire the greater part of their language beyond the primary grades and in after-school life. It is therefore a chief object with us to induce and foster the reading habit by school-room exercises of various sorts and by providing the pupils with an abundance of *books, magazines and papers carefully selected and suited to each grade. It is, if possible, more true of a reader among those without hearing when compared with his fellow men than of one in the world at large that "the lover of books is the richest and the happiest of the children of men." This reading habit, too, makes young men and women going out of our schools more akin to their hearing brothers and sisters, and if with this the speech habit has also been established these graduates will prove to be the ones not counted on the rolls of membership of deaf-mute societies. It is sometimes said that in all gatherings of deaf-mutes the brightest are never from the ranks of the oralists, and this is very likely true, for our brightest are not there, and we deem this a cause for congratulation. We are glad that the brightest among our pupils are lost to the so-called "deaf-mute world" and have gone out into the reading and speaking world and are become a part of it. To effect this, it seems to us, should be the highest ambition of every school for the education of deaf children.

* * * * * * * * *

*See Appendix.

APPENDIX.

Officers of the Clarke Institution

From its Organization to the Present Time,

JULY 15, 1867—OCTOBER 12, 1892.

PRESIDENTS.

	Elected.	*Retired.*
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

CORPORATORS BY ACT OF INCORPORATION.

	Elect'd.	*Ret'd.*		*Elect'd.*	*Ret'd.*
*Osmyn Baker,	1867	1875	Theodore Lyman,	1867	1868
*William Allen,	1867	1891	Horatio G. Knight,	1867	
Lewis J. Dudley,	1867		*Joseph A. Pond,	1867	1867
Julius H. Seelye	1867	1887	William Claflin,	1867	1873
*George Walker,	1867	1876	*James B. Congdon,	1867	1879
Gardiner G. Hubbard,	1867		*Thomas Talbot,	1867	1885

CORPORATORS BY ELECTION.

Joseph H. Converse,	1868	1870	Wm. P. Strickland,	1883	
*Jonathan H. Butler,	1868	1868	Franklin Carter,	1884	
F. B. Sanborn,	1868		Edward B. Nims,	1885	
*J. Huntington Lyman,	1870	1877	*Francis H. Dewey,	1886	1888
*Samuel A. Fisk,	1873	1884	Franklin Bonney,	1887	
*Henry Watson,	1875	1891	*Charles Marsh,	1888	1891
*Charles Delano,	1877	1883	James Madison Barker	1889	
Edward Hitchcock,	1877	1887	John B. Clark,	1891	
John D. Long,	1880	1883	John C. Hammond,	1892	

TREASURERS.

Osmyn Baker,	1867	1869	Lafayette Maltby	1869	

PRINCIPALS.

Harriet B. Rogers,	1867	1886	Caroline A. Yale,	1886	

ASSOCIATE PRINCIPALS.

Caroline A. Yale,	1873	1886	*Alice E. Worcester,	1886	1889

STEWARDS.

Henry J. Bardwell,	1870	1883	Freeman C. Carver,	1883	

*Deceased.

Board of Corporators,

1892-1893.

PRESIDENT.

LEWIS J. DUDLEY.

VICE-PRESIDENTS.

HORATIO G. KNIGHT,
FRANKLIN CARTER.

CLERK.

EDWARD B. NIMS, M. D.

AUDITOR.

WILLIAM P. STRICKLAND.

CORPORATORS.

LEWIS J. DUDLEY, Northampton
GARDINER G. HUBBARD, Washington, D. C.
F. B. SANBORN, Concord.
HORATIO G. KNIGHT, Easthampton.
WILLIAM P. STRICKLAND, Northampton.
FRANKLIN CARTER, Williamstown.
EDWARD B. NIMS, M. D., Northampton.
FRANKLIN BONNEY, M. D., Hadley.
JAMES MADISON BARKER, Pittsfield.
JOHN B. CLARK, Northampton.
JOHN C. HAMMOND, Northampton.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, *Chairman.*
FRANKLIN CARTER,
WILLIAM P. STRICKLAND,
EDWARD. B. NIMS,
JOHN B. CLARK,
FRANKLIN BONNEY.

FINANCE COMMITTEE.

HORATIO G. KNIGHT, *Chairman.*
EDWARD B. NIMS, M. D.
JOHN C. HAMMOND.

TREASURER.

LAFAYETE MALTBY.

Officers and Instructors,

1892—1893.

PRINCIPAL.

CAROLINE A. YALE.

INSTRUCTORS.

RUTH WITTER,
KATHARINE FLETCHER,
MARY KATHAN,
FRANCES W. GAWITH,
REBECCA E. SPARROW,
ELLA SCOTT,
ALICE M. FIELD,
JUNE YALE,
MARION S. SMITH,
ADELLA F. POTTER,
GRACE L. WRIGHT,
FLORA A. HICKOK,
ABBY T. BAKER,
LAURA H. WILD,
HANNAH C. WELLS.

Teacher of Drawing.

CLARA W. LATHROP.

Teacher of Wood Carving.

BESSIE S. LATHROP.

STEWARD.

FREEMAN C. CARVER.

MATRON.

MARY SMITH.

ASSISTANT MATRONS.

ADDIE E. PEASE,
MARY L. ROOT,
MARY M. MARTIN.

ATTENDANTS.

SARAH HASKINS,
LILLIAN C. LENTELL,
HATTIE P. LANGDON,
DEBORAH LUCAS,
BERTHA B. TUTTLE,
BERTHA MALLORY,
ALICE E. ELLIOTT

MASTER OF CABINET SHOP.

N. B. LUCIA.

FARMER AND ENGINEER.

REUBEN ROBINSON.

Institution Life outside the School-room.

The daily sessions of the school are from nine o'clock to twelve and from two to four, with a short period before morning recitations begin, devoted to religious instruction. The average number of pupils in a classs does not exceed eight. Teachers, in addition to school room duties, have charge of the pupils at evening study-hour and at table.

Outside school hours the older boys spend two and a half hours daily in the cabinet shop. On Saturday they receive instruction in wood carving from a special teacher. The older girls are taught wood carving and sewing. Each year there is sent out from our cabinet shop, sewing room, and from our classes in wood carving and drawing, finished work of such sort as is ample proof of the excellence of the instruction given in these departments.

The supervision of the pupils in their hours of recreation is the duty of the attendants—seven in number. Each attendant is responsible for the amusement and conduct of her own division of pupils on its play-ground and in the play-room, parlor and sleeping rooms devoted to its use. She has also charge of the clothing of these pupils. Each attendant is furnished with materials for occupation and amusement suited to her division—toys, games, books, illustrated papers, magazines and daily papers. As soon as pupils can read, even a little, they are kept supplied with additional reading matter from our pupils' library, which consists almost entirely of books selected by experienced teachers familiar with the special needs of our pupils. They are allowed a free use of books, magazines, and papers in their play rooms and also at meals. Base-ball, foot-ball, tennis and croquet, with coasting, skating and walking, give ample recreation out of doors. Evening entertainments are held frequently for the pupils. The older pupils are allowed to go to town shopping.

On Sunday morning at nine o'clock religious service is held in the Grammar Department. Pupils from both departments attend public worship, being under the charge of teachers at the various churches. In the afternoon, each class has Sunday School, and after Sunday School the older pupils read, while the youngest ones enjoy special Sunday occupations.

Terms of Admission.

This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupils' tuition, board, lodging, washing, fuel and light, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars; for tuition, simply, fifty dollars; payable simi-annually in advance, the first week of each term. No charge is made for pupils resident in Massachusetts. No deduction for absences, except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. The cost of clothing and travel as well as incidental expenses must be paid by the parent. *No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils.

Applicants for admission in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary, or by this Institution.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must *bring a certificate of vaccination*, and a list of the diseases they have had. The Institution is not an asylum, but a school; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

(Chap. 300.)

AN ACT RELATING TO DEAF-MUTES.

Be it Enacted, &c., as follows:

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SEC. 2. This Act shall take effect upon its passage.

Approved May 17, 1871.

[Chap. 179.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

Be it enacted, etc., as follows:

SECTION 1. With the approval of the board of education the governor may send such deaf mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institution or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF MUTES OR DEAF CHILDREN.

Be it enacted, etc., as follows:

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.



CLARKE HALL. LIBRARY.



CLARKE HALL. CLASS IN WOOD-CARVING.



BAKER HALL. GIRLS' PARLOR.



DUDLEY HALL. SCHOOL ROOM.



THE ARKANSAS DEAF-MUTE INSTITUTE IN 1885.

HISTORY

OF THE

ARKANSAS DEAF-MUTE INSTITUTE,

FROM ITS FOUNDATION
TO APRIL, 1893.

BY

J. W. MICHAELS.

Printed at the Institute,
BY "THE OPTIC" OFFICE.



FRANK B. YATES, PRINCIPAL.

HISTORY

OF THE

Arkansas Deaf-Mute Institute.

LITERARY DEPARTMENT.

THE first attempt to establish a school for the Deaf in the State of Arkansas was made by Mr. J. W. Woodward, at Clarksville, about the year 1850. He was a deaf-mute and a native of Virginia. He received his education in Paris, France, and was widely known in the State as a man of marked ability and intellectual culture.

Mr. A. M. Ward, father of Mrs. A. E. Harley, the present matron of the Arkansas Deaf-Mute Institute, kindly tendered Mr. Woodward rooms in his house, in which to open the school.

The school first numbered but two pupils, though in a short time the attendance increased to five. The Legislature was asked for an appropriation for the maintenance of the school, but only three hundred dollars was given. This small sum proving insufficient, it was closed, and Mr. Woodward entered the field of journalism in the City of Little Rock, where he died in February, 1865.

In February, 1860, Mr. Asa Clark organized a school for the deaf in his house at Fort Smith. With his deaf-mute daughter, and several other deaf-mute children living near, a class of six was formed. Mr. Matthew Clark, a deaf-mute who had been educated at the New York Institute for the Deaf, was put in charge of the class as instructor.

In December of the same year the school was temporarily closed. Mrs. Asa Clark, with Mr. Matthew Clark and three of the pupils of the class, went to Little Rock and gave an exhibition before the Legislature, then in session. The result was the incorporation of the school with an appropriation of two thousand dollars for the first year and fifteen hundred dollars per annum thereafter for its maintenance. The school was re-opened in January, 1861, with Mrs. Asa Clark as matron, but on account of the Civil War, closed in October of the same year, only fifteen hundred dollars of the money appropriated being used.

On the 10th of July, 1867, Mr. Joseph Mount, a deaf-mute, educated at the Pennsylvania Institute for the Deaf, succeeded in inducing the city corporation of Little Rock to open a school for the deaf. The expense of this school was borne by the city aided by the benevolence of a few citizens. Having no permanent building this little school was moved from place to place in the city, and at times its prospects were very discouraging; but the perseverance of Mr. Mount and its friends finally succeeded in having it incorporated as a State Institution.

In 1868, Governor Powell Clayton, in his message to the General Assembly, recommended that the school be incorporated as "The Arkansas Deaf-Mute Institute," and on July 17, of the same year, this was done, and its location fixed at Little Rock.

The following gentlemen were selected as the first Board of Directors: John Wassell, President, Robt. J. White, A. W. Bishop, George R. Weeks, and Henry Page, State Treasurer, member *ex-officio*.

Two tracts of land were granted to the Institute by the State. One near the State penitentiary, near the city limits; the other, consisting of ninety-two and a half acres, about one mile and a half from the city proper.

The latter tract was selected as the site for the Institute.

Mr. Mount was retained as Principal, and Mrs. Virginia Woodward, wife of Mr. J. M. Woodward before mentioned, was secured as matron. She entered upon her duties in December, 1868. From those who knew her as matron, we learn she filled the place of a mother to the children under her care.

In February, 1869, Professor Mount abruptly vacated his position. We are informed from reliable sources that he located in Dallas, Texas, where for years he edited the *Sunny Clime*, a paper owned and published by two deaf ladies.

Upon the departure of Mr. Mount, a Mr. Cutter, and Frank Webber, a pupil of the Institute, were put in temporary charge.

Prof. Marquis L. Brock, M. A., a teacher from the Illinois Institute, was appointed to fill the vacancy, and was the first hearing Principal the Institute had. He entered upon his duties June 26th, 1869, retaining Mr. Frank Webber as teacher.

The General Assembly had appropriated up to that time $26,000 for the support of the School, and the sum of $300 per annum for the expenses of each pupil. No fund was appropriated for buildings, they supposing that a small house, sufficiently ample for the requirements of the school, could be rented. But the attendance increased so rapidly that the Board of Directors soon found that the amount expended for rent would put up a temporary building on the ground donated by the State. A large frame building was accordingly erected, and the school was moved on its own property. This building proving inadequate to accommodate the increasing number of pupils, the Board of Directors contracted for a substantial, permanent brick building.

On February 26th, 1870, Mr. Brock, who had made

a very efficient and faithful Principal, tendered his resignation, which being accepted, he returned to the Illinois Institution as a teacher.

Professor Elmore P. Caruthers, M. A., a teacher of great experience from the Ohio Institute, was secured to fill the vacancy caused by the resignation of Prof. Brock. He took charge in the latter part of April, 1870. Under him the school speedily increased in numbers. Mr. Ralph H. Atwood, of the Ohio Institute, was secured as instructor, and his wife as assistant matron. The steady increase in the number of pupils, from twenty-four, the 31st of December, 1869, to forty-three on the 31st of December, 1878, necessitated an additional teacher, and Miss Lois Caruthers, a sister of the Principal, was appointed, January 1st, 1871.

On December 31st, I871, there were in attendance fifty-five pupils, and Miss M. Virginia Upson was added to the corps of teachers, on the 20th of January, 1872. The law of the State requiring that all deaf children in the State, of proper age and condition, should be admitted to the Institute, its growth became so rapid that additional buildings were needed. To raise the necessary funds the Directors sold the tract of land lying near the penitentiary for $8,110.94. With this sum began the erection of what is now the south wing of the Institute, which cost $15,000, and was finished and ready for occupancy in May, 1872. The girls were moved into the new building, while the boys, who had been quartered in the old frame building, were now transferred to the old building, formerly occupied by the girls, located where the north wing of the Institute now stands. The number of pupils was now greatly increased. Mrs. Mary P. Atwood resigned as assistant matron to accept a position as teacher, at the same time Miss Esther C. Treat was appointed assistant matron.

Owing to the erection of the new building and the inability of the Board to realize the amount appropriated for the the school, on account of the depreciation in Treasury certificates, a deficiency of about $6,000 occurred. Money was raised, however, to meet this requirement for the time being. In 1874, we find the school with an indebtedness of $4,000. At that time the policy of the State government changed. The General Assembly of 1875 appropriated only $5,000 to meet this deficit and for the support of the school, consequently it was closed in May, 1875, with seventy-nine pupils in attendance, and it was several months before provision was made for the re-opening of the school.

In February, 1876, Rev. W. G. Jenkins, of Ohio, was secured as head teacher. He graduated at Western Reserve College, Ohio, in 1874, and studied theology at Lane Seminary. On entering upon his duties here he was but little acquainted with the sign language, but by close application he became an expert sign-maker.

In May, of the same year, Mr. Caruthers, worn out with cares, and being in the last stages of consumption, went away in search of health, leaving Mr. Jenkins in temporary charge. In September he died. Those who knew him think that the forced closing of the school hastened, if it did not cause his death.

Mr. Jenkins was now appointed Principal, and was one of the best the school ever had. He remained at the head of the Institute until October, 1878. In this year he became connected with the Pennsylvania Institute, Philadelphia, where he remained as a teacher until 1885, when he received a call to the American Asylum, Hartford, Conn., in which he still holds a lucrative position.

The vacancy caused by Rev. W. G. Jenkins' resignation was filled in October, 1878, by the appointment of

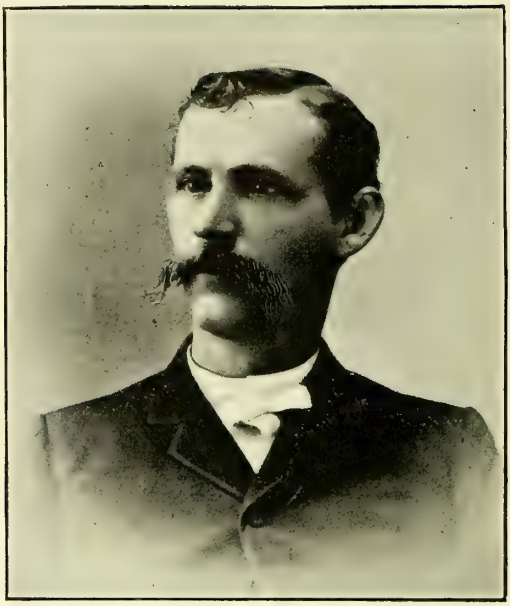
Prof. H. C. Hammond, who was at that time filling a position in the Indiana Institute.

Prof. Hammond proved to be a most efficient Principal. During his term he secured as teachers, Mr. A. Moryn Martin, a graduate of the Institute, the second Arkansas deaf-mute to receive such a position; Mr. Thomas L. Moseley, B. A., of Illinois, a hearing gentleman; Miss Susan W. Harwood, a native of Virginia, one of the first graduates of the Pennsylvania Institute, and for many years a teacher at the Virginia Institute; and Miss Maggie Sutton, of Illinois.

During his administration a two story brick building was erected for shop and hospital purposes; also a brick chapel. This chapel was the beginning of our present main edifice, and is now divided so as to be used as the boys' study room, and a class room.

In 1883, Prof. Hammond received and accepted a call to the head of the Iowa Institute, at Council Bluffs.

Major John C. Littlepage, M. A., a native of Virginia, but long a resident of Arkansas, and a teacher of great experience among the hearing, was selected to fill the vacancy caused by the resignation of Prof. Hammond. Maj. Littlepage had had no previous connection with the deaf, but, being a man of energy and business ability, he soon became acquainted with the requirements of the position. Not being an experienced sign maker, he engaged Mr. J. W. Michaels, a teacher of the Virginia Institute, to take charge of the advanced class and to be chaplain of the school. He also engaged Miss Florence H. Veitch, an experienced articulation teacher of the Maryland Institute. Thus began the use of the "combined system" here. Previously the system had been the "manual." Mrs. H. B. Littlepage was also appointed a teacher. Mrs. M. M. Beattie was elected matron, which position she filled until 1889.



F. D. CLARKE, M. A., PRINCIPAL, 1885–1892.

Under Prof. Littlepage's management, the school was filled to its utmost capacity, and the Legislature that met in January, 1885, was made to see the urgent necessity for larger accommodation for the many deaf children in the State. Consequently $20,000 was appropriated for the erection of what is now the main building of the Institute. Its erection was commenced during his brief time here and it had reached its second story when he resigned in the early fall of 1885.

The resignation of Prof. Littlepage was followed by those of Mrs. H. B. Littlepage and Miss Florence Veitch, Mr. Michaels and Miss Harwood remaining.

Prof. Francis D. Clarke, M. A., a native of North Carolina, a graduate of Columbia College, New York, and a teacher for sixteen years in the New York Institute for the Deaf, became Principal October 1st, 1885. With him was appointed Mrs. I. R. Carroll, a lady of long experience in teaching the deaf, and an artist of considerable ability, also of the New York Institution. Mrs. Clarke took charge of the articulation classes until the appointment of Miss Lottie Kirkland, of the Western Pennsylvania Institute.

Mrs. LeFevre, nee Sutton, resigning in November, 1885, her place was filled by Miss Kate P. Brown, of Kentucky.

During Prof. Clarke's seven years' administration many changes and improvements on premises and in the the school were made. In 1886 a new class was formed, and in March of that year, Miss Emily Wells, a graduate of the New York Institution, was placed in charge. In the spring the main building was completed.

In April, 1887, the growth of the school necessitating another class, Mr. T. P. Clarke, of North Carolina, was appointed teacher. In the fall of this year Mr. S. C. Bright, who for two years had had charge of the Insti-

tution printing office, changed positions with Mr. Clarke. About this time, the boys' old school building being condemned, an appropriation of ten thousand dollars was obtained for its removal and the erection of a three story edifice in its stead. This was not completed until 1889, though the two lower floors were used for a year previous.

In 1889, a separate building was erected for the accommodation of the colored pupils. The building, neat and well appointed, stands on high ground, some distance in the rear of the Institute. A colored matron and teacher, Pleasant A. Glenn, was put in charge, and faithfully performs her duties.

In the same year, an additional story was added to the south wing of the Institute, giving the girls enlarged accommodations, and another building was constructed about a hundred yards west of the north wing. Here are located the boilers that furnish power for the machinery, and steam for heating the Institute, and a steam laundry, perfect in every department.

Upon the establishment of an art department, in 1889, Mrs. I. R. Carroll was placed at its head, and Miss Grace M. Beattie was added to the corps of teachers.

In 1890, on account of the resignations of Mrs. T. P. Clarke, nee Kirkland, Miss Beattie and Mr. Michaels, Miss S. H. Devereux, a teacher of the hearing for twenty years, was appointed articulation teacher, and Miss Mary E. Shibley, a graduate of the Institute, and Mr. J. H. Geary, a graduate of the Rochester, N. Y., School, to the other vacancies.

In 1891, the steady growth of the school requiring more teachers, Miss Belle C. Elmore, a graduate of the Institute, was chosen, and Miss Grace M. Beattie again assumed the duties of instructor.

The fall of 1892 witnessed many changes. Miss



ARKANSAS DEAF-MUTE INSTITUTE. COLORED DEPARTMENT.

Emily Wells, Mr. S. C. Bright and Mr. J. H. Geary resigned before the opening of school. Their places were filled by the appointment of Mr. J. W. Michaels, already known in connection with the Institute, Miss Emma T. Macy, of Indiana, a lady of ten years' experience as a teacher of the deaf, and Miss Blanche H. Buxton, of Jacksonville, Illinois.

In November, Prof. Clarke resigned to accept the Superintendency of the School for the Deaf, at Flint, Michigan, one of the largest in the country. Mrs. I. R. Carroll and Miss Kate P. Brown tendered their resignations at the same time.

Prof. Clarke proved to be a most efficient Principal, and was liked by pupils, teachers, and the citizens generally. He served a longer term than any other Principal of the school. Under him its growth was unprecedented, the attendance increasing from seventy-two, the year of his appointment, to one hundred and thirty-three, at the time of his resignation. During his term an art class, a class in photography, a reading room, a library of about eight hundred volumes, and numerous scientific instruments were added.

Prof. Frank B. Yates, a teacher of twelve years' experience in the Virginia Institute, was elected to and accepted the office of Principal on December 1st, 1892. Prof. Yates is a young man of fine culture, and is thoroughly familiar with the management of such a school as this. He began his work with the deaf, as supervisor, when seventeen years of age, having graduated from a military academy in the educational city of Staunton, Va. When only eighteen years of age he was promoted from supervisor to teacher of one of the most important classes in the Virginia Institute.

The vacancies occasioned by the resignations of Mrs. Carroll and Miss Brown were filled by the appointment of

Miss M. Bayard Morgan as art teacher, with Miss Mattie Tallant as her assistant, and Mr. U. G. Dunn, a graduate of the New York Institute, and for several years connected with this school in different capacities.

Prof. Yates is a man of energy, and it is predicted that with proper support and encouragement, he will raise the Institute abreast with any in the land.

Since assuming his office, carpentry and tailoring have been added to the trades taught, and the Institute is undergoing much needed improvement. By hard work and untiring effort he succeeded in convincing the Legislature of 1893, that a new building was an absolute necessity, and obtained an appropriation of $8,000 for this purpose. Besides this, $4,000 was appropriated for repairs, $2,000 for an addition to the colored school, and $1,000 for an electric light plant.

The Arkansas Institute is beautifully located on a hill in the western limits of the corporation of Little Rock. This hill commands a magnificent view of the "City of Roses," and of the Arkansas River, that seems to flow out of the hills in the west, some six miles off, takes a southeasterly course, touches the very foot of the hill, passes on and disappears around a bend miles toward the east. From the school tower, the highest point of observation in the vicinity, one of the grandest views in Arkansas may be seen.

The location is healthy, and it is seldom that any serious sickness occurs.



ARKANSAS DEAF-MUTE INSTITUTE, 1893.

INDUSTRIAL DEPARTMENT.

AS EVERY beginning in a right direction is necessarily feeble, so were the first efforts in technical instruction in this Institute.

In 1871-72, mattress-making was begun under the direction of Mr. Jesse Curry. The attempt proving unsatisfactory, the making and mending of chairs was introduced in 1873. Mr. Curry had charge also of this industry, which met with as poor success as the former, and was abandoned after a year's trial.

In 1874, shoe-making was commenced and has ever since been prosecuted. Mr. H. J. Jernigan was instructor for seven consecutive years. Then, for a while, the shop was without a foreman, until the appointment of Mr. Rufus H. Lamb, a graduate of the Institute, in 1893. Mr. Lamb was succeeded by Mr. U. G. Dunn, in the latter part of 1887, who held the position until 1889, when he resigned to take the important position of engineer. After a vacancy of a few months Mr. P. P. Pratt, who had filled a similar position in the Ohio school, was appointed. Upon his return to Ohio in the fall of 1890, Mr. W. F. Murphy, a graduate of the Ohio Institute, and a skilled workman, accepted the situation, which place he still holds.

This branch of industry, under the leadership of these foremen, has always been prosperous, and eminently useful in supplying the needs of the pupils and qualifying those taught therein for earning a livelihood.

In 1879, a cooper-shop was started, but its existence was short-lived, and it was succeeded by the establish-

ment of a printing office in 1880. The first year witnessed little more than the commencment of what has since developed into the most important of the technical departments of the Institute. Mr. P. L. Richardson was the first foreman. In the second year of his management, the publication of the *Deaf-Mute Optic*, now *The Optic*, was begun. Mr. Richardson was succeeded by Mr. G. S. Landis, who held his position until 1884, when Mr. J. A. Williams was put in charge for a few weeks, to be succeeded by Mr. J. W. Michaels, a teacher in the literary department. Mr. Michaels continued to discharge this double duty until the appointment, in 1885, of Mr. S. C. Bright, a man of practical experience both in the composing room and editorial departments of a newspaper. Under him greater progress was made in the printing department than at any previous time. Mr. Bright entering the literary department in 1887, the office was put in charge of Mr. T. P. Clarke, of North Carolina, who managed it for three years. On his resignation, in the fall of 1890, Mr. Geo. S. Porter, a semi-mute, a graduate of the New York Institute, and a thoroughly practical printer, accepted the position of foreman, and under him the office made great progress. Mr. Porter was called to the New Jersey School in December, 1891, and Mr. C. S. Barns, of St. Louis, was chosen as his successor, which position he still holds.

The printing office has been of the greatest benefit to a larger number of pupils than any of the technical departments. In it many have learned to be self-supporting, and by it aided in their study of language.

Photography was introduced into the Institute about 1886, and has ever since been taught at intervals, though at no time has the instruction been successfully carried on.

Since the appointment of the first sewing matron, in 1887, the teaching of sewing, dress-making, and fancy needle-work has received due attention. The office has been filled successively by Miss Clara Abbott, Mrs. A. E. Harley, Miss Eudora Williams, and Miss Allie E. Gilliam. The girls have reaped the benefit of their instruction not only in acquiring skill with the needle, but in the improvement of their personal appearance, which testifies to their progress.

A class in carpentry was formed in January, 1893, with Mr. Sidney W. King, a graduate of the Virginia Institute, as foreman. We can only prophesy much benefit to the Institute from its further development. Already the results have been more than satisfactory.

From the incorporation of the Institute, farming and gardening have received due attention, and under the constant and careful supervision of the matrons and housekeepers, the girls have been properly trained in domestic duties.

In the fall of 1889, the art department, under the tuition of Mrs. I. R. Carroll, was opened. Success has attended it, and the work of the pupils has afforded much pleasure to themselves and their friends. In water colors and in oils, wood carving and china painting, drawing from models and from nature, the pupils have attained skill and their tastes been developed. All the classes have each week the benefit of free hand drawing, and at regular times clay modeling is practiced. Upon Mrs. Carroll's departure, in November, 1892, Miss M. Bayard Morgan, of North Carolina, was elected to succeed her, with Miss Mattie Tallant, a graduate of the Institute, as assistant.

DOMESTIC DEPARTMENT.

FOR the first four years of the Institute's existence the health of its officers and pupils was placed in charge of Dr. M. K. Starke, M. D. He was succeeded in 1873, by Dr. J. H. Southall, M. D., who remained in office also for a period of four years. In 1877, Dr. J. A. Dibbrell, Jr., M. D., was appointed, and continued to discharge the duties attached to the office uninterruptedly until April, 1893, when Dr. S. P. Vaughter, M. D., was appointed his successor.

The first matron of the Institute was Mrs. Virginia Woodward, who entered upon her duties in December, 1868. After the election of Mr. Elmore P. Caruthers as Principal, his wife was chosen as matron, assuming her duties in April, 1870. When Mr. R. H. Atwood, of Ohio, was appointed teacher, Mrs. Atwood was made assistant matron, which office she filled most ably until her resignation to accept a position as teacher, October, 1872. Miss Esther C. Treat was appointed in her stead, remaining until 1875. After the death of Mr. Caruthers, in September, 1886, the school opened with Mrs. C. Wood, of Little Rock, as matron. Upon her resignation, Mrs. Caruthers gave the Institute the benefit of her experience until relieved by Mrs. A. B. Hammond, wife of the Principal. Mr. and Mrs. Hammond going to Iowa, in 1883, Mrs. Mary M. Beattie was appointed matron. She fulfilled the numerous and arduous duties then demanded without assistance for a period of two years, when Miss Clara Abbott was appointed assistant. Miss Abbott subsequently undertaking the position of

sewing matron, the post of assistant matron was filled by Miss Lucinda Nations, a deaf-mute, and a graduate of the Institute. Miss Nations marrying in 1888, Miss Grace M. Beattie discharged the duties of assistant. After the retirement of Mrs. Beattie from a position which she adorned for six years, Mrs. F. D. Clarke temporarily assumed the duties, and Miss Abbott having resigned as sewing matron, her place was filled by Mrs. A. E. Harley. Mrs. Clarke resigned in February, 1890, and Miss S. H. Devereux held the position until her appointment as teacher of articulation the September following. Miss Eudora Williams, who had succeeded Mrs. Harley as sewing matron, now became matron, and for two years discharged her duties with fidelity, assisted by Mrs. Harley. In 1892, Mrs. Harley was appointed matron, Mrs. S. C. Bright, nee Williams, going to Iowa. Miss Allie M. Gilliam, a graduate of the Institute, was appointed sewing matron in 1891, and industriously performs the labor connected with her office.

In view of the increase of the school, in 1887, the position of housekeeper was established, and Mrs. A. E. Harley, of Clarksville, invited to it. She prefering the sewing department, Miss Sallie Witt, of Conway, was appointed. Miss Witt resigning in 1889, Miss M. E. Drury was appointed. Miss Witt returned as assistant in 1892.

Until 1887, the care of the boys in the Institute devolved on the matron and teachers, aided by monitors appointed from the older and most trustworthy pupils. In October of that year, Mr. J. C. Potts was engaged as boys' supervisor, only retaining the office, however, for about two months. In January, 1888, Mr. S. W. Wright was elected to the position, remaining until the following December, when he was succeeded by Mr. R. H. Lamb, the present supervisor. Mr. Lamb was the

first pupil enrolled on the books of the Institute, one of its first graduates, and for some time previous had had charge of the shoe-shop. He has faithfully done his duty here since the foundation of the school, both as a pupil and as an officer.

APPENDIX.

The number of deaf persons who have attended school, including those now in attendance, is 406.

The number of deaf persons of all ages and conditions in the State, according to the last census, is 1474. This gives one deaf person to every 763 of population.

The number of deaf persons in the State, of school age and condition, *i. e.*, between 6 and 30 years, and free from idiocy, who have not attended school, is 392.

Following is the number of pupils' parents related before marriage, and the degree of relationship:

First cousins,	20	Fourth cousins,	2
Second cousins,	12	Half cousin,	1
Third cousins,	2		

Following is the number of pupils who have deaf relatives and the degree of relationship:

Father,	2	Aunt,	11
Mother,	2	First cousin,	18
Grandfather,	1	Second cousin,	3
Sister or Brother,	58	Third cousin,	2
Uncle,	11		

The number of pupils in attendence from year to year so far as we can ascertain is as follows:

1868	4	1876	46	1886	79
1870	43	1878	54	1887	103
1871	55	1880	72	1888	109
1872	72	1882	65	1889	115
1873	67	1883	54	1890	120
1874	73	1884	71	1891	124
1875	79	1885	72	1892	133

The cause of deafness of those on our books is:—

Brain Fever,	22	Mumps,	3
Spinal Affliction,	33	Spotted Fever,	2
Use of Quinine,	18	Paralysis,	2
Typhoid Fever,	15	Rheumatism,	1
Common Fever,	17	Scrofula,	1
Scarlet Fever,	10	Pleurisy,	1
Whooping Cough,	5	Parents Cousins,	1
Spasms,	5	Mother's conduct,	1
Measles,	4	Falling down stairs,	1
Pneumonia and Fever,	3	Eating Buckeyes,	1

Unknown and Congenital, 228

The following gentlemen have been members of the Board of Directors from the foundation of the Institute to date, for the period set opposite their names.

John Wassell,	1869-77	W. E. Woodruff,*	1881-91
R. T. J. White,	1869-73	Geo. R. Meade,†	1883-91
Albert Bishop,	1869-77	A. R. Witt,	1887
Geo. R. Weeks,	1879-77	W. B. Morrow,*	1891
Henry Page,*	1869-73	Fred. Kramer,‡	1891
S. L. Griffith,†	1873-77, 1883-93	D. G. Fones,‡	1893
		W. F. Hicks,	1893
T. J. Churchill,*	1873-81	O. C. Ludwig,	1893
W. Thompson,	1877-83	W. E. Ferguson,	1893
C. P. Redmond,	1877-83	T. C. Chew,	1893
Geo. E. Dodge,	1877-93	E. P. Marks,	1893
R. H. Parham, Jr.	1877-93		

* Members *ex-officio*, by virtue of holding the office of State Treasurer.
† Died while in office.
‡ Appointed in 1893, but resigned.

LIST OF OFFICERS AND TEACHERS FOR 1893.

Board of Directors:

Appointed according to law of April 6th 1893.

Hon. R. B. Morrow,
Hon. A. R. Witt,
Hon. W. E. Ferguson,
Hon. W. F. Hicks,
Hon. O. L. Ludwig,
Hon. E. P. Marks,
Hon. F. C. Chew.

Principal:

Frank B. Yates.

Physician:

S. P. Vaughter, M. D.

Instructors:

J. W. Michaels,
Miss Emma Macy,
Miss Belle Elmore,
Miss Blanche H. Buxton,
Miss Susan W. Harwood,
Miss Mary E. Shibley,
Miss Grace M. Beattie,
U. G. Dunn,
Miss S. H. Devereux, Articulation.

Teachers of Art:

Miss M. Bayard Morgan,
Miss Mattie Tallant, Assistant.

Matrons:

MRS. A. E. HARLEY,
MISS SALLIE WITT, Assistant.

Housekeeper:

MISS M. E. DRURY.

Foremen of Industrial Departments:

C. S. BARNS, Printing,
W. F. MURPHY, Shoemaking,
S. W. KING, Carpentry.

Seamstress:

MISS ALLIE GILLIAM.

Monitress of the Girls:

MISS MARY HATTON.

Supervisor of the Boys:

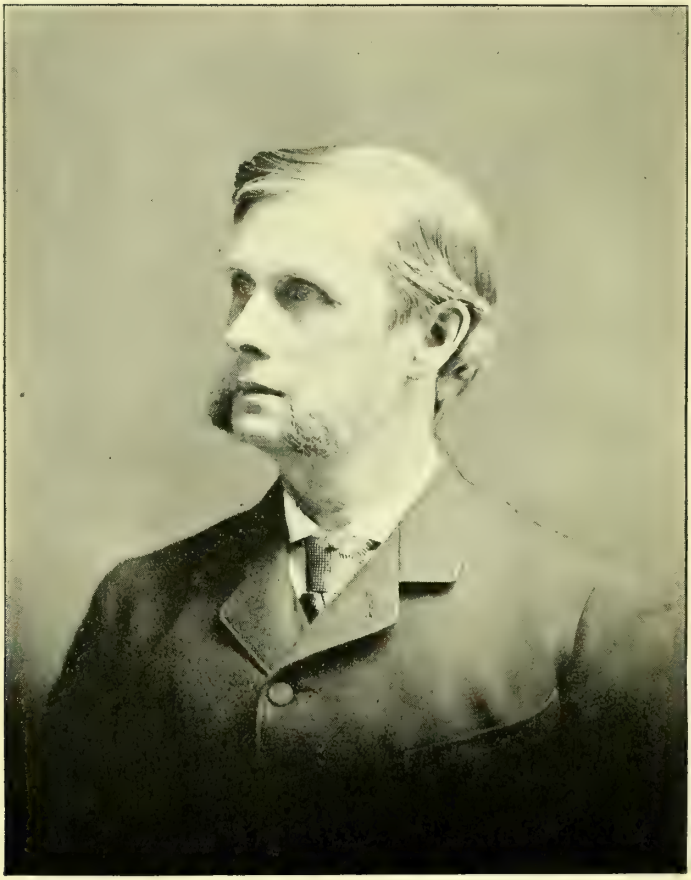
R. H. LAMB.

Engineer:

ELI REED.



MARYLAND SCHOOL FOR THE DEAF.



Chas. W. Ely

An Outline History

—OF THE—

MARYLAND SCHOOL FOR THE DEAF AND DUMB,

FROM ITS FOUNDATION TO JANUARY 1, 1893.

The Maryland School for the Deaf and Dumb was established by act of the General Assembly of Maryland, passed at the January session of 1867, under the corporate name of "The President and Visitors of the Asylum for deaf and dumb mutes of the State of Maryland."

The author of the bill was Henry Baker a delegate from Frederick County.

This act named thirty persons representing every county in the State to constitute the Board of Visitors, the term of service being unlimited.

The Board thus constituted was as follows; William J. Ross, Lawrence J. Brengle, Thomas Sims, H. Clay Naill, James M. Cole, Grafton Duvall, A. Fuller Crane, Joseph B. Brinkley, Enoch Pratt, Grayson Eichelberger, Philip F. Thomas, Richard D. Carmichael, Isaac D. Jones, Albert C. Green, William Galloway, J. P. R. Gillis, Daniel Weisel, Oliver Miller, Jacob Reese, Richard John Bowie, William J. Albert, George Vickers, John A. J. Creswell, James T. Briscoe, Curtis Davis, Barnes Compton, George F. Maddox, Oden Bowie, Charles F. Goldsborough and William H. Watkins.

The third day of July next ensuing was appointed for the first meeting which was held at Frederick at the office of Hon. Grayson Eichelberger. Seven members assembled on that day; but this not being a quorum an adjournment was made to August fourteenth, again to August twenty-eighth and finally to October third, when it was resolved to make no further attempts to obtain a quorum, but to effect an organiza-

tion and apply to the Legislature to ratify this action.. This meeting was held at Baltimore at the office of the Farmers and Planters' Bank. The following officers were chosen ; President, A. Fuller Crane ; Vice-President, William J. Ross ; Treasurer, Lawrence J. Brengle ; Secretary, H. Clay Naill. These officers were appointed a committee to draft by-laws, for the government of the Institution and to them together with the Hon. Grayson Eichelberger and Hon. Oliver Miller was assigned the duty of applying to the Legislature to ratify and confirm the acts of the Board and to grant additional powers.

The Legislature of 1868 at the January session passed an act supplementary to the act of 1867 ratifying the action of the Visitors, increasing their number to thirty five and making seven a quorum.

By this act the names of Jacob P. Roman, James Blair, John Loats, Wm. H. Falconer, Joseph Baugher, George R. Dennis and Francis S. Jones were added to the list of Visitors and the names of Thomas Sims and Grafton Duvall stricken off.

Vacancies occurring from time to time have been filled by the appointment of the following gentlemen ; Grafton Duvall, Alexander P. Wood, Dr. Fairfax Schley, Daniel M. Henry, Henry Baker, William R. Barry, George Markell, Chas. E. Trail, James S. Downs, John K. Longwell, John H. Williams, Benjamin G. Harris, James McSherry, Alonzo Berry, Dr. Lewis H. Steiner, Charles W. Ross, W. W. Taylor, Wm. G. Baker, C. Ridgely Goodwin, Dr. Alexander C. McCabe, Dr. J. T. Costen, W. T. P. Turpin, T. J. C. Williams, F. C. Latrobe and Arthur Potts.

The first Executive Committee was composed of J. B. Brinkley, George R. Dennis, John Loats, William H. Falconer and F. S. Jones.

At the annual meeting in June 1869, the Executive Committee was reconstituted as follows : Fairfax Schley, M.D., J. B. Brinkley, Grayson Eichelberger, Wm. H. Falconer, George R. Dennis. Vacancies subsequently occurring have

been filled by the election of George Markell, W. R. Barry, J. H. Williams, James McSherry and F. C. Latrobe.

"The original act set apart the "State Grounds" at Frederick "together with the buildings thereon" for the use of the Institution gave it an annual endowment of five thousand dollars, and appropriated twenty-five thousand for furnishing and building purposes."

On the 22nd of April 1868, the Board met and the officers previously elected were duly qualified in accordance with the new act, and the necessary steps were taken to put the buildings and grounds in suitable condition for the reception of pupils.

The following officers and teachers were chosen : Wm. D. Cooke, A.M., Principal ; Charles M. Grow, Lucinda E. Grow and Charles L. Cooke, Teachers ; W. H. Waddell, Steward ; Eliza A. Ijams, Matron ; Mrs. N. Waddell, Housekeeper ; Wm. H. Baltzell, M.D., Physician. Mr. Cooke had been long and favorably known as an instructor of deaf-mutes, having been for about twenty years Principal of the North Carolina Institution at Raleigh. Mr. and Mrs. Grow were skillful teachers of long experience in the North Carolina Institution. Mrs. Ijams had had some experience in her duties in the Columbia Institution at Washington as well as in the teaching of deaf-mutes at the Tennessee Institution, and had two of her own children among the first pupils. Mrs. Ijams did not assume the duties of the position till the following year, Mrs. Grow meanwhile acting as Matron.

The Institution was opened with appropriate exercises on the first Wednesday of September 1868, thirty-four pupils being present. During the year this number was increased to fifty-nine, forty-one males and eighteen females. Thirty-four of these had been under instruction in other Institutions. Twenty-five had never been taught. The first name enrolled was Mary M. Ijams.

The property donated had belonged to Maryland from colonial times. The enclosure contains ten acres. The building and furnishing fund was applied to the restoration of the

three old buildings standing on the property. Two of these were stone barracks erected for soldiers use when Frederick was on the frontier. The exact date of their erection is not known. Here General Braddock and Major George Washington made a lengthened stay while preparing for the ill fated expedition against Fort Duquesne, and here subsequently, during the war of the revolution Hessian prisoners were confined. These barracks were two stories high, each one hundred and forty feet in length, with an L addition of sixty feet, and sixteen feet in width on the inside, with walls three feet thick. They were so placed as to form one side and two angles of a hollow square, the evident purpose being to make the buildings serve in part as a fortress when completed.

The third building in the group was a large frame structure used as a hospital kitchen in the war of 1861–65, during which time a government hospital was maintained here.

The want of more commodious and better planned buildings was felt and to this want the Legislature very promptly responded. An appropriation of $100,000 was made for this purpose at the January session of 1870.

The new building was planned by Messrs. Wm. F. Weber and W. R. Lincoln of Baltimore and erected under the superintendence of the former. The contract for the main building and south wing was awarded August 9th 1870 to William L. Brown of Baltimore. Ground was broken August 29th.

The building Committee was composed of Charles E. Trail, George Markell, Wm. R. Barry, Joseph B. Brinkley and Joseph Baugher.

The corner stone was laid with imposing ceremonies May 31st 1870 by the Masonic Grand Lodge of Maryland, John H. B. Latrobe, Grand Master, officiating. The address was delivered by Richard Fuller, D.D., of Baltimore. The Governor of the State, Hon. Oden Bowie, lent his presence to the occasion. There were also present the First and Second Branches of the City Council of Baltimore and the Knights Templar of that city, the Common Council of Frederick, the Fire Department of the city and a large concourse of citizens.

At the legislative session of 1872, a bill making an appropriation of $100,000 to complete the building was passed, but failed to receive the governor's signature on account of the ommission of the constitutional clause.

In this emergency Mr. Enoch Pratt offered to loan the money necessary to continue the work trusting to the next legislature to make it good. Mr. Pratt advanced $60,000 for this purpose, and work on the north wing was immediately begun.

The legislature of 1874 appropriated $125,000 to finish the buildings, grade and fence the grounds.

The main building and south wing were occupied on the first day of January 1873. The complete building was occupied September 8th 1875.

The structure consists of three buildings, a central one with parallel wings connected by corridors at the front and rear. It is four stories in height and surmounted with a mansard roof containing finished rooms. The height of the basement is twelve feet, of the first floor sixteen, of the second and third fifteen and of the rooms in the mansard fifteen. The frontage is two hundred and sixty-five feet, the depth of the centre building one hundred and thirty-two, and of the wings one hundred and twenty-four.

The basement walls are of Seneca brown stone and the superstructure of brick with pressed brick front, the balconies and window arches are of iron, the roofs slate. The central building is flanked by towers ninety feet high capped with lantern roofs.

The central tower with similar finish rises one hundred and thirty-seven feet.

The first floor of the central building is occupied by the directors' room, offices, reception room, library and dining rooms ; the second floor by the principal's rooms, the large parlor and assembly room ; the third floor by the girls' study and bed-rooms.

The first floor of the north wing is occupied by the Veazey Gymnasium, physician's office, reading room and housekeep-

er's room ; the second and third floors, by dormitories and hospital for the boys and rooms of teachers and care takers. The first floor of the south wing is taken up by the class rooms ; on the second floor are the matron's rooms, sewing, reading and convalescent rooms and girls' gymnasium, dormitory and lavatory ; on the third floor, dormitory and hospital rooms.

The bath-rooms, kitchen, laundry, store-rooms and play-rooms are in the basement.

Mr. Crane held the presidency of the Board till June 26th, 1877, when failing health compelled his resignation. Enoch Pratt was chosen his successor and continues to hold the position. Wm. J Ross held the office of Vice-President till his death which occurred March 19th, 1873. His successor was Wm. R. Barry. L. J. Brengle acted as treasurer till his death which occurred October 13th, 1874. He was succeeded by Geo. R. Dennis who was in turn succeeded by John H. Williams June 20th, 1882.

Wm. D. Cooke served as Principal till Sept. 1st, 1870, when he was succeeded by Chas. W. Ely, A.M., of the Ohio Institution, the present incumbent. Mr. Cooke subsequently taught in the North Carolina Institution for Deaf and Dumb and later in the Virginia Institution.

The present teachers are Rosa R. Harris, Edward P. Gale, Charles M. Grow, Mary M. Ijams, Annie B. Barry, Florence W. Doub, Laura C. Yerkes, Julia M. Young and Fannie I. Brock.

The following named persons have been at different periods and for different lengths of time connected with the school as teachers : Charles L. Cooke, James A Cooke, Thos. B. Berry, Zenas F. Westervelt, Isabella C. Berkeley, Mary H. Nodine, Nannie C. Berkeley, Robert P. McGregor, Zachary T. Brown, Hester M. Porter, Florence H. Veitch, Lucinda E. Grow, Emily D. Bokee, Maude Crosby, Geo. W. Veditz, Chas. M. Grow, Jr., Cornelius H. Hill, Emma Rollins, Samuel M. North, Mary J. Smith, Kate H. Fish and Mary McGuire.

Mr. Westervelt founded the Western New York School for the Deaf and Dumb at Rochester, in which work Miss

Nodine who had become his wife was his most efficient assistant. Mr. McGregor became principal of a prosperous day school for the deaf and dumb established by himself at Cincinnati, Ohio, subsequently marrying Miss Porter. Rev. Thomas B. Berry after several years of ministerial work founded the Dakota School for the Deaf and Dumb at Sioux Falls, which has now become the state institution for South Dakota, taking the supervision of this in addition to his pastoral work. Mr. Hill is principal of the State School for the Deaf at Romney, West Va.

Two of the present corps and two former teachers are graduates of our school.

Mrs. Ijams was succeeded as matron by A. O. Crumbacker who held the position till Sept. 1883 when she was followed by M. L. Shugh who in turn was succeeded by Rebecca L. Rinehart in Sept. 1891.

James H. Dean succeeded Mr. Waddell as steward April 15th, 1869 and held the position till Sept. 1st 1877 when the office was abolished.

Three hundred and eighty-four pupils have been under instruction since the opening of the school. The average actual attendance for several years has been about one hundred.

The school maintains two departments, the scholastic and the industrial.

The method of instruction followed is the combined or eclectic method, which prevails in most American schools for the deaf.

In this method the natural language of signs is largely used to awaken the dormant mind, to stimulate mental activity and prepare the way for the acquisition of written and spoken language. In the later processes of education the sign language is still used for purposes of explanation to clear away obscurities and make more vivid impressions of what is presented in written language. The finger alphabet is also used freely. Every effort is made to develop speech and the ability to understand the movements of the lips. In this direction a high degree of success has been attained, not only by some

who had once been able to hear but after becoming deaf had lost the power of speech, but with others who were deaf from birth.

The course of study corresponds with that pursued in the public schools. Beginning with kindergarten exercises and advancing from letters to words and complete sentences, the pupil is led along till at the end of the third or fourth year the text books of the public schools are introduced. During this period the attention has been given almost entirely to the acquisition of language, in which objects, pictures and actions have been very prominent helps. Incidentally and continuously much instruction has been given in manners and morals by precept and example. Arithmetic, geography and the history of our country follow. Advanced pupils study book keeping, physiology, physics, history of the world, rhetoric, English literature and sometimes algebra.

Two teachers of articulation are employed who give their whole time to instruction in speech and lip-reading, one teacher of art who is an expert in drawing and painting, and six others who give instruction in the various branches of study.

The school has a library of about twenty-five hundred volumes.

The first object of the industrial department is to teach habits of industry, the second to give the pupil skill in the use of tools and in some occupation by which he may gain a livelihood, or to put him in training for it. For this purpose three shops are conducted under experienced foremen, a shoe-shop, a cabinet-shop and a printing-office. From the printing-office is issued a biweekly paper, the MARYLAND BULLETIN. The girls are carefully taught sewing and mending, the use of the sewing-machine, dress-making and various household duties.

A commodious building for shop purposes fitted with improved machinery was erected in the summer of 1892.

The direct effect of this line of work has been that many of our pupils have found ready employment upon leaving school and have become at once self-supporting. The reflex effect upon the scholastic department has been to make pupils

more earnest and studious in the regular class room work.

The record of the pupils after graduation has been such as to reflect great credit upon the school. Almost without exception they prove to be good citizens, and contribute their share toward the general prosperity.

Six graduates of the school have become teachers, two of whom are now engaged here and three in other schools. They were, in order of appointment, Mary M. Ijams, Hester M. Porter, Annie B. Barry, George W. Veditz, Daniel E. Moylan and Alto W. Lowman.

The following gifts have been made at various times to the school : the nucleus of the library, eighty volumes by an unknown donor through Wm. J. Ross, the Vice-President ; $100 from George Frick, M.D., of Baltimore ; $600 from L. J. Brengle, of Frederick ; $826.89 bequest of Mrs. Joanna Bitzenberger, of Frederick Co. ; $15 from the Grand Jury, of Washington Co., through James Blair ; $3239.78 proceeds of bequest of Benjamin Reigle, of Hagerstown ; $2600 bequest of Susannah Veazey, of Baltimore, an aged deaf-mute lady, the whole of her estate.

Under the rules of the Board of Visitors, deaf children whose parents or guardians are residents of the state are admitted free. The city of Baltimore provides for the traveling expenses of city pupils and for the clothing of the indigent. An agent under appointment of the Mayor has these matters in charge. William R. Barry has filled this position for many years.

The present membership of the Board of Visitors is as follows :

ENOCH PRATT,	President,
WILLIAM R. BARRY,	Vice-President,
H. CLAY NAILL,	Secretary,
JOHN H. WILLIAMS,	Treasurer.

EXECUTIVE COMMITTEE :

ENOCH PRATT, Ex-officio,	JAMES MCSHERRY,
FAIRFAX SCHLEY, M.D.,	GEORGE MARKELL,
WM. R. BARRY,	FERDINAND C. LATROBE.

P. F. Thomas,	Alonzo Berry,
Isaac D. Jones,	Charles W. Ross,
William Galloway,	W. W. Taylor,
James T. Briscoe,	Wm. G. Baker,
Oden Bowie,	C. Ridgely Goodwin,
Daniel M. Henry,	Alex. C. McCabe,
George R. Dennis,	J. T. Costen,
Chas. E. Trail,	W. T. P. Turpin,
J. K. Longwell,	T. J. C. Williams,
Benj. G. Harris,	Arthur Potts,

OFFICERS OF THE SCHOOL.

CHAS W. ELY, A. M. — Principal.

Teachers,

Rosa R. Harris,	Charles M. Grow,
Edward P. Gale,	Mollie M. Ijams,
Annie B. Barry,	Julia M. Young,
Laura C. Yerkes,	Fannie I. Brock.
Florence W. Doub,	Teacher of Drawing.
Minerva I. Frost,	Principal's Clerk.

DOMESTIC DEPARTMENT.

William H. Baltzell, M.D.,	Physician.
Edward Nelson, D.D.S.,	Dentist.
Rebecca L. Rinehart,	Matron.
Robert F. Thomas,	Supervisor of Boys.

INDUSTRIAL DEPARTMENT.

Charles M. Grow,	Foreman of Printing Office.
L. A. Wickham,	Foreman of Shoe Shop.
John J. Sheffield,	Foreman of Cabinet Shop.
Samuel Trimmer,	Engineer.

A school for colored deaf and dumb and for blind, situated in Baltimore is maintained by the state and is free to residents.

This school was established by act of the legislature in the session of 1872 and was open for the admission of pupils in October of that year.

This is under the control of a joint committee of three visitors each, from the Maryland School for the Deaf and Dumb and the Maryland School for the Blind. F. D. Morrison, superintendent of the latter school is the superintendent. It has a resident principal, D. E. Stauffer, Jr.

The teachers of the deaf mute department have been: Samuel A. Adams, Louis C. Tuck, James C. Balis, James S. Wells and Daniel E. Moylan.

The present joint committee consists of Isaac D. Jones, Wm. R. Barry, T. J. C. Williams, of the Maryland School for the Deaf and Dumb, John W. Morris, F. W. Brune and William J. Doyle, of the Maryland School for the Blind.

EDUCATION OF THE DEAF OF MARYLAND, PREVIOUS TO THE ESTABLISHMENT OF THE STATE SCHOOL.

The earliest deaf-mutes in the state to receive instruction were James Barnes who entered the American Asylum at Hartford, Conn., in 1817, Mary D. Hyde, in 1818, and William Earnest, in 1819. All were from Baltimore. Earnest was as the record recites "supported by the government of the United States, being the son of a soldier who fell in battle." The other two were supported by friends.

The attention of the legislature of Maryland was called to the need of provision for the education of the deaf and dumb as early as 1827, by a petition of sundry inhabitants of Cecil County.

An act of enumeration was passed March 13, 1827; and on March 8, 1828, "An act for the education of the Indigent Deaf and Dumb of this State."

Under the provisions of this act, pupils were sent to the Pennsylvania Institution, the first one, William Workinger of Baltimore, entering September 27, 1828.

From this time to October 3, 1865, one hundred and eight Maryland pupils were taught at the Pennsylvania Institution.

From May 9, 1859 to the opening of the Maryland School at Frederick in September, 1868, ninety-four pupils were

taught at the Columbia Institution, Washington, D.C. The first pupil to enter that school was Florence Damman, of Baltimore.

APPENDIX.

ACT OF INCORPORATION.

PASSED MARCH 22nd 1867.

CHAPTER 247. (1867.)

AN ACT to establish and incorporate an Asylum for the Deaf and Dumb, of the State of Maryland.

SECTION 1. *Be it enacted by the General Assembly of Maryland*, That William J. Ross, Lawrence J. Brengle, Thomas Sims, H. C. Naill, James M. Coale, Grafton Duvall, A. Fuller Crane, Joseph B. Brinkley, Enoch Pratt, Grayson Eichelberger, Philip F. Thomas, Richard D. Carmichael, Isaac D. Jones, Albert C. Green, William Galloway, J. P. R. Gilliss, Daniel Weisel, Oliver Miller, Jacob Reese, Richard John Bowie, William J. Albert, George Vickers, John A. J. Creswell, James T. Briscoe, Curtis Davis, Barnes Compton, George F. Maddox, Oden Bowie, Charles F. Goldsborough and William H. Watkins, be and they are hereby made and constituted a body politic and corporate by and under the name of the President and Visitors of the Asylum for deaf and dumb mutes of the State of Maryland, and by that name shall have perpetual succession, may sue and be sued in any Court of the state, may have and use a common seal, and may at their pleasure, alter and change the same, and may purchase, hold and receive, sell, demise or dispose of any property, real, personal, or mixed, as they shall judge to be most beneficial and advantageous to the good, and charitable ends and purpose of the Institution, and may receive donations and legacies of personal estate and money for the promotion of the objects of the Institution.

SEC. 2. That a meeting of the Visitors appointed under this Act or a majority of them, shall be held at the City of Frederick, on the first Wednesday in July succeeding the passage of this Act, at which time and place a President and all officers necessary shall be elected, who shall serve for one year, or until the next annual election shall be held under the by-law to be adopted.

SEC. 3. That at the first meeting of the Visitors to be held, all such by-laws as may be necessary, not conflicting with the Constitution or Laws of this State or of the United States shall be adopted, and the number, office and duties of all officers, agents or servants shall be by said by-laws prescribed.

SEC. 4. That if the President or any officer appointed or elected, according to the provisions of the by-laws shall die, or resign, remove from this State or refuse to act or be removed from office, the President and Visitors, or the Visitors in case the vacancy shall be in the office of the President, shall fill the office for the residue of the term by the election or appointment of suitable persons or person to fill the vacancy, and in case any Visitor shall die, resign or remove from the State, or refuse to act, the Governor shall appoint some suitable person to fill the vacancy and issue the requsite commission.

SEC. 5. That each Visitor appointed under this Act, and all officers, agents or servants, appointed or elected under the provisions of this Act, shall take an oath faithfully and duly to exercise their respective offices.

SEC. 6. That the President and Visitors shall receive and educate all deaf and dumb persons sent to said Institution free of charge, who present a certificate of the Orphans' Courts or County Commissioners, that they, their parents or guardians are unable to educate or support them, and in all other cases they are hereby permitted to charge a sum per annum not exceeding two hundred and fifty dollars.

SEC. 7. That the President and Visitors shall require bonds from all officers entrusted with the receipts or disbursement of money, to be executed with such security and with

such condition as the said President and Visitors shall prescribe and approve.

SEC. 8. That the sum of twenty-five thousand dollars to be used for the construction of the building hereinafter provided for, and to be paid on and after the first day of January, eighteen hundred and sixty-nine, be and is hereby appropriated, to be drawn out of the Treasury in the mode prescribed by law, and to be paid by the Treasurer to the President and Visitors, to be applied by them in the erection of suitable buildings and furnishing the same ; *provided*, the President and Visitors, or a majority of them, shall execute a bond in such penalty as the Treasurer of the State shall prescribe, for the due and faithful application of the funds so appropriated by this section.

SEC. 9. That the sum of five thousand dollars (or as much thereof as may be required) per annum, is hereby appropriated for the use of said asylum, to be paid to the President and Visitors for the support and maintenance thereof, until the capital received by donations and legacies shall amount to the sum of two hundred thousand dollars, at which time such annual appropriation shall cease ; *provided*, that until the institution receives the mutes of the State, no part of the above amount shall be paid.

SEC. 10. That the said President and Visitors shall invest the funds arising from donations and legacies, not necessary for the support of the Institution in such securities, real or personal, as they may deem safe.

SEC. 11. That the institution, its management and finances shall be subject to the inspection at least once a year by those Visitors to be elected by the Legislature.

SEC. 12. That the armory grounds at Frederick City, Maryland, belonging to the State, with the buildings thereon, be and they are hereby set apart for the occupation and sole use of the said institution with full power and authority to erect thereon such additional buildings as may be needed to carry into effect the objects of this incorporation.

SEC. 13. That the funds and estates of the said corporation, shall not at any time be diverted from the purpose contemplated by its formation, without the permission of the General Assembly of Maryland.

SEC. 14. That this Act shall take effect from the day of its passage, and the General Assembly reserves the right to alter, amend or repeal this act at pleasure.

SUPPLEMENTAL ACT.

PASSED JANUARY SESSION, 1868.

CHAPTER 409. (1868.)

AN ACT to amend and add additional Sections to the Act passed at the January Session, eighteen hundred and sixty-seven, of the General Assembly of Maryland, entitled "An Act to establish and incorporate an Asylum for the Deaf and Dumb of the State of Maryland," to follow Section thirteen.

WHEREAS it is represented to this General Assembly that the Board of Visitors of the Deaf and Dumb Mutes of the State of Maryland failed to meet and organize at the time prescribed by the charter, and that less than a majority of said Board met in the City of Baltimore on the.....day of..... 1867, and then and there organized said corporation by the election of A. Fuller Crane, President; William J. Ross, Vice-President; Lawrence J. Brengle, Treasurer; and Henry C. Naill, Secretary, which election was not authorized by the charter—and whereas it is represented that the sum appropriated by the General Assembly of Maryland is insufficient to erect suitable buildings, and for the support of the Deaf and Dumb Mutes of the State of Maryland:

SEC. 1. *Be it enacted by the General Assembly of Maryland*, That the following Sections be added to the Act passed by the General Assembly of Maryland, at the January Session, eighteen hundred and sixty-seven, entitled "An Act to establish and incorporate, an Asylum for the Deaf and

Dumb of the State of Maryland," to follow Section thirteen.

SEC. 14. That the election of A. Fuller Crane as President, of William J. Ross as Vice-President, Lawrence J. Brengle as Treasurer, and of Henry C. Naill as Secretary, be and the same is hereby ratified and confirmed, and they shall continue to act as such officers respectively, until successors shall be elected or appointed according to the provisions of said charter.

SEC. 15. That Section two of said Act be amended so as to read as follows: That a quorum of said Board shall consist of not less than seven of the Board of Visitors, who shall be competent to do any act, or execute any power vested by the charter in the Visitors or a majority of them, and that meetings of said Visitors may be held at such place and time as may be designated by the President of the Board.

SEC. 16. That Jacob P. Roman, of Alleghany, James Blair, of Washington, and John Loats, and Wm. H. Falkner, and Joseph Baugher, of Frederick County, be and they are hereby added to the number of incorporators mentioned in the first Section of the Act of eighteen hundred and sixty-seven, Chapter two hundred and forty-seven, and that the names of Thomas Seims and Grafton Duvall be and are hereby stricken out, and the names of George R. Dennis, and Francis S. Jones are inserted in lieu thereof.

SEC. 17. That this Act shall take effect upon its passage.
Approved March 30, 1868.

A third act passed at the January Session of 1880 changed the title of the Institution to "The President and Visitors of the Maryland School for the Deaf and Dumb.

HISTORY

OF THE

Nebraska

School for the Deaf and Dumb,

Omaha.

By the Superintendent,

JOHN A. GILLESPIE, A. M.

MARCH, 1893.

The Nebraska Institute for the Deaf and Dumb.

The first record we find in regard to the care of the Deaf in Nebraska is the following Act approved Feb. 12th, 1866.

"The governor of the territory of Nebraska is hereby authorized and required to make an arrangement and enter into a contract with the proper authorities of the state of Iowa, or any other state, if practicable, for the admission of all deaf-mutes and blind children in the territory of Nebraska, between the ages of twelve and twenty years, to the asylums or schools of such state or states, erected and established for the education of these classes, upon such terms as may seem to him just."

"Any application to the governor for the relief of any such child, shall be accompanied by a certificate, signed by the county commissioners of the county wherein such child may reside, certifying that such child is an actual resident of said county, and that said child is entitled to the benefits of the provisions of this subdivision, and that the parents or guardians of such child are unable to defray the expenses incident to the education of such child, which certificate shall be filed in the office of the territorial auditor."

"Upon receiving a certificate of the county commissioners of any county, that a child is entitled to relief under the provisions of this subdivision, it shall be the duty of the governor to provide transportation for such child to asylum or school, for the education of such child as provided in this subdivision and to see that such child is provided with clothing and such other articles as may be necessary, or required by the rules and regulations of the asylum or school to which such child may be sent."

"All expenses incurred under the provisions of this subdivision shall be paid out of the territorial treasury, on the warrant of the territorial auditor; Provided, That before any claim for such expenses shall be allowed by the auditor, such account or claim shall be approved and certified as correct and just by the governor."

"It shall be the duty of the governor to submit a report to each session of the legislature, of the number of such children, of each kind separately, who have received relief under the provisions of this subdivision, and also to what asylums or schools they may have been sent."

"It shall be the duty of the territorial auditor to furnish a report at each regular session of the legislature, within ten days

from the commencement thereof, of the expenses incurred under the provisions of this subdivision."

We do not find any data concerning those who took advantage of this act except Miss Leona Howard, who it appears was in the Iowa School at Iowa City for a time and was transferred to Nebraska on the removal of that school to Council Bluffs.

The next in point of time was the act incorporating the school approved February 7th, 1867. This act was brought about probably by Prof. Jenkins a teacher of the Illinois Institution, later superintendent of the Kansas School.

An Act to Incorporate an Institute for the Deaf and Dumb.

"That Aurelius Bowen, A. D. Childs, E. H. Rogers, John S. Bowen, G. C. Monell and John McPherson, be and are hereby incorporated and made a body-politic and corporate, with perpetual existence, by the name of the Institute for the Deaf and Dumb, with power to contract and be contracted with, to sue and be sued, implead and be impleaded with in all courts and places wherein judicial proceedings are or may be had, to make and change a common seal, to adopt by-laws, rules and regulations with reference to the objects and duties of the corporation, to receive, have and hold, grant, convey, and sell property, real, personal, and mixed, and use the same for the purpose of executing the powers conferred, and performing the duties required by provision hereof."

"The number of directors shall not exceed six (6), exclusive of the principal, who shall be, ex-officio, a member of said board. The said directors shall be divided into two classes of three in each: those composing the first class shall be appointed for four years, and those of the second class shall be appointed for two years, and the successors of each class shall be appointed for four years. No two of said directors shall be residents of the same counties. As vacancies occur in the board, the remaining members of the board of directors, shall fill the same."

"The said directors shall each be paid his traveling and personal expenses going to and from meetings of said board, payments to be made out of the funds of said institute on order of the board."

"No director, officer, or agent of the institute shall be interested in any contract with the corporation, nor in the changing or exchanging of commodities of any kind whatever, nor shall any director be employed in or appointed to any office or place of emolument in said institution."

"The said directors shall provide for leasing or renting ground and buildings for the use of the institution until suitable grounds are purchased, and buildings are erected. They are also vested with power to appoint and employ and remove or discharge at pleasure a principal, matron, teachers and agents, necessary to the successful operation of the institution, and prescribe and re-

gulate their duties, and to fix the salaries, or compensation of each."

"The directors are authorized to appoint a secretary and treasurer, and to require of their treasurer, bonds and security conditioned for the faithful performance of his duties."

"The said directors shall meet quarterly for the transaction of business, and at such other times as the interest of the institution may require."

"To enable the said directors to execute the provisions of this act, they are authorized to receive, have, hold and use property of every description, as well as money from any county or corporation, or from any person desiring to aid in sustaining the institution: Provided, That whatever may be conveyed or donated to said corporation shall be used as directed by the grantor or donor, if accepted and for no other purpose."

"The object of said corporation shall be to promote the intellectual, physical and moral culture of the deaf and dumb by a judicious and well adapted course of instruction, that they may be reclaimed from their lonely and cheerless condition, restored to society and fitted for the discharge of the duties of life."

"All the deaf and dumb residing in Nebraska, of suitable age and capacity, to receive instruction, shall be admitted into and enjoy the benefits of said institution without charge."

"The said institution shall be located at Omaha, or within three miles of the court house, and said directors are authorized to purchase in the name of the corporation, a lot or lots of land not less, in aggregate, than fifty acres on which to place the buildings and improvements required for use. They are also authorized to erect necessary buildings and make necessary improvements required for use. They are also authorized to erect necessary buildings and make necessary improvements: Provided, That said land may be obtained in different parcels and at different times."

"All moneys in the hands of the treasurer of said institution shall always be payable upon order of the Board."

"The treasurer and principal shall make annual reports to the board of directors, who shall examine the same at the first meeting held in each year, as provided for in this act."

"This act shall take effect and be in force from and after its passage.

While this act incorporated the school and provided it with a Board and located it at Omaha it made no appropriation of funds to carry out its provisions; hence it remained a dead letter till the meeting of the next legislature.

Through the efforts of Wm. M. DeCoursey French, and the Board of incorporators assisted by Governor Butler and others the following items were allowed on the general appropriation bill of 1869.

"Board and clothing for Deaf Dumb 1869 and 1870, $600. Deaf and Dumb as per Statute Act on Wages 831 and 832 Sec. 1 to 14 inclusive for 1869 and 1870, $6000."

This being the first public money appropriated for the Deaf in Nebraska.

In 1871 an effort was made to secure an endowment of land by the general government as the following under the heading of "Memorials and Joint Resolutions" will show.

"In relation to granting public land to aid in the endowment of the Nebraska Institute for the Deaf and Dumb.

To the Honorable, the Senate and House of Representatives of the United States in Congress assembled:

We, your memorialists, the legislature of the state of Nebraska would respectfully represent to your honorable body that the Nebraska Institute for the Deaf and Dumb is yet in its infancy; that our state is a great and rapidly increasing community, closely connected with the eastern states in promoting educational systems and privileges for the education of the rising generation throughout its large and extensive territorial domain: the proper developement of this benevolent project requires the aid and fostering care of the general government.

WHEREAS, It is eminently desirable and absolutely necessary to the material prosperity and advancement of the educational interests in the state that measures for the welfare of the interests should be speedily arranged; and

WHEREAS, Nebraska did receive half a million acres upon her admission into the Union for internal improvements, while not less than one million acres of the public domain within our limits have been given to foreign corporations, together with an equal amount of our best lands, under the provisions of the act to provide for the construction of an agricultural colleges and universities; and

WHEREAS, The liberal encouragement of educational institutions, by aid from the general government, under certain regulations and restrictions, is eminently wise and just, and

WHEREAS, A donation of fifty thousand acres is very desirable for the purpose of endowing the Nebraska institute for the deaf and dumb, located at ———— in the state of Nebraska.

Resolved, That our senators and representatives in congress be requested to use all necessary measures to secure the passage of a bill donating the said amount of land within the limits of the state for the above purpose.

Resolved, That the secretary of the state be and is hereby instructed to transmit a certified copy of this memorial and joint resolution to our senators and representative in congress."

Unfortunately this endowment was not secured. The support of the school from that time till the present being by direct appropriation, at each sitting of the legislature.

In accord with the laws above quoted the Nebraska School was organized on April 1st, 1869, with the following gentlemen as directors and officers.

GEN. JOHN S. BOWEN.....Blair, Neb.
HON. E. H. ROGERS.....Fremont, Neb.
DR. AURELIUS BOWEN.....Nebrska City, Neb.
DR. GILBERT C. MONELL.....Omaha, Neb.
DR. ABEL L. CHILD.....Plattsmouth, Neb.
DR. JOHN MCPHERSON.....Brownville, Neb.
PROF. W. M. FRENCH, Ex-Officio.

PRESIDENT.
JOHN S. BOWEN.

TREASURER.
JOSEPH H. MILLARD, ESQ.

SECRETARY.
REV. HENRY W. KUHNS.

EXECUTIVE COMMITTEE.
DR. G. C. MONELL,
REV. H. W. KUHNS.

Prof. W. M. French was appointed principal and his sister Mrs. Jennie Wilson matron. The first pupil admitted was Caroline Callahan of Omaha. The first report shows that there were twelve pupils in attendance the first year.

Next in order the legislature passed an act making appropriation for the first building which was as follows.

"Be it enacted by the Legislature of the State of Nebraska, That the board of directors of the Nebrsaka Institute for the Deaf and Dumb, are hereby authorized and directed to cause to be erected upon the ground near the city of Omaha, donated to the Institute for the purpose, a building to be used as an Institute for the Deaf and Dumb: Provided, that the said directors shall not be authorized to erect the said building unless there shall be first executed to the State of Nebraska a good and sufficient warranty deed in fee-simple of at least ten acres of land within one mile of the city limits of the city of Omaha, without expense to the State, upon which said ten acres of land the said buildings shall be erected."

"Said directors shall after obtaining appropriate plans and specifications publish in two newspapers in this state proposals for the erection of said building to cost when completed and furnished, a sum not exceeding fifteen thousand dollars."

"The lowest responsible bidder shall, upon giving bonds in the sum of thirty thousand dollars signed by three or more responsible sureties, be awarded the contract for said building."

"Said building shall be completed within twelve months after the passage of this act."

"There is hereby appropriated out of the State General Fund a sum of fifteen thousand dollars, to be expended in the construction of said building as the work progresses, for a Deaf and Dumb Institute as herein before provided and the State Auditor is hereby authorized to draw his warrant on the treasury for the same, upon receiving from the directors of the Institution the proper vouchers therefor, signed by the president and secretary of said board."

"No member of the board shall be directly interested in any contract made by said board, and a violation of this provision shall be a misdemeanor."

"This act shall take effect and be in force on and after its passage."

"The building was completed within the time required by the legislature, and occupied for the first time, in January of the year 1872. The building was constructed for the sum of fifteen thousand dollars, allowed by the legislature, and is perfectly satisfactory. It is of brick forty-four feet front by sixty feet deep; three finished stories and an attic unfinished." So reported the Board Dec. 1st, 1872. "As contemplated in our last report, Mr. French, our first principal teacher, and his sister, our matron left when we entered our new building. Professor R. H. Kinney and his wife were chosen to supply their places. Mr. Kinney was an experienced teacher from Columbus, Ohio, and came with highest recommendations from the Principal of that Institution. Two assistant teachers, Miss Maggie Beckforde and Miss Gertrude Jenkins are employed and work with industry and success."

In the year 1873 the following Joint Resolution was passed.

"WHEREAS, It has lately been charged by public rumor, and in the press, that abuses have existed and cruelties have been practiced in the deaf and dumb institute of this state: and it is of great moment that it be ascertained whether such charges are well founded or not: therefore,

BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE STATE OF NEB., That a committee be appointed, consisting of two members of the house, appointed by the speaker, and one member of the senate, appointed by the president, whose duty it shall be and who are hereby authorized and empowered, immediately after the adjournment of this session to fully investigate."

The committee herein provided for met with the Board of Directors of the Institute and after a rigid investigation of the charges it was unanimously resolved "That the investigation of charges of curelty made against the Principal and Matron, has developed no acts of cruelty, or mismanagement to call for a change of either Principal or Matron."

In the report of 1875 this recommendation appears, "that the legislature now in session, and subsequent legislatures, would as soon as possible after convening appoint a visiting committee who may carefully examine into the condition and wants of this Institution before voting appropriations for its support."

The next change in the government of the Institute occurred in the year 1875 when the following act was passed which annulled the corporate feature of the orgainzation and made it strictly a state institution.

"That as soon as practicable after the passage of this act, the legislature, shall in joint convention assembled, elect six persons, directors for the institute for the deaf and dumb, now established near the city of Omaha. Said directors shall be divided into two classes of three each. Those composing the first shall be elected for the term of four years, and those of the second shall be elected for the term of two years: and the successors of each class shall be elected for four years. Vacancies occuring in the Board, may be filled by it, for the unexpired term, but no longer."

"The said directors shall be paid their traveling and personal expenses, going to and returning from meetings of said board, payments to be made out of the funds of said institute on order of the board."

"No director, officer or agent of the institute, shall be interested in any contract with the corporation, nor in changing or exchanging of commodities in any kind whatever, nor shall any director be employed in, or appointed to any office or place of emolument in said institution."

"The said directors are vested with power to appoint or employ, and remove or discharge at pleasure, a principal, matron, teacher, and agent necessary to the successful operation of the institution, and prescribe and regulate their duties and to fix the salaries or compensation of each."

"The directors are authorized to appoint a secretary and treasurer and to require of their treasurer bond and security conditioned for the faithful performance of his duties."

"The said directors shall meet quarterly for the transaction of business, and at such other times as the interest of the institution may require."

"To enable the said directors to execute the provisions of this act, they are authorized to receive, have, hold, and use property of every description, as well as money from any county or corporation, or from any person desiring to aid in sustaining the institution: Provided, That whatever may be conveyed or donated, as aforesaid shall be used as directed by the grantor, or donor, if accepted, and for no other purpose."

"The object of said institution shall be to promote the intellectual, physical and moral culture of the deaf and dumb, by a judicious and well adapted course of instruction, and that they

may be reclaimed from their lonely and cheerless condition, restored to society, and fitted for the discharge of the duties of life."

"All the deaf and dumb residing in Nebraska, of suitable age and capacity to receive instruction, shall be admitted into, and enjoy the benefits of said institution without charge."

"All moneys in the hands of the treasurer of said institution shall be payable only upon order of the board."

"The treasurer and principal shall make annual reports to the board of directors, who shall examine the same at the first meeting held in each year, as provided for in this act."

"Within ten days proceeding the meeting of each regular session of the legislature, the said board shall furnish to the governor a printed report of the action of the board and an estimate of the expenses of the institution in all of its departments, together with a statement of the receipts and disbursements of funds, and during the first week of the session of legislature, at least ten copies of said report shall be delivered to each member thereof. The said report shall show:

First, The names of the president and directors, secretary and treasurer, and of the principal and teachers employed, with the compensation allowed to each.

Second, The names, ages, and residences of the pupils and dates of their reception into the institution.

Third, The names, ages, and residences of the deaf-mutes ascertained to be in the state, which have not attended the school.

Fourth, The names and residences of all persons in the service of the institute and their business and compensation,

Fifth, The statement of accounts of the institute, showing the amounts of money received and dates thereof, and of its disbursements."

"All rights inuring to, and all obligations incurred and contracts made by the corporation, incorporated under an act entitled "An act to incorporate an institute for the deaf and dumb," approved February 7th, 1867, are hereby declared to be vested in and assumed by the state of Nebraska."

"An act entitled "An act to incorporate an institute for the deaf and dumb," approved February 7th, 1867 is hereby repealed."

"This act shall take effect and be in force from and after its passage."

On the reorganization in accordance with the above act the following is the personel.

N. K. Griggs, Beatrice.....President.
C. W. Hamilton, Omaha.....Treasurer.
T. J. Collins, Falls City.....Treasurer.
J. E. Boyd, Omaha.....Secretary.
C. E. Redfield, Omaha.....Secretary.
T. Bessel, Ashland.....Secretary.

EXECUTIVE COMMITTEE.

J. E. Boyd.
C. E. Redfield.
T. J. Collins.

R. H. Kinney,.....Princial and Steward.
J. A. McClure,.....Teacher.
F. L. Reid,.....Teacher.
Mrs. G. A. Thompson,.....Matron.
J. C. Denise,.....Physician.
S. F. Buckley,.....Foreman, Printing Office.

This management continued until the new constitution of Nebraska was in force November 1st, 1875, when the Institute came under the care of the Board of Public Lands and Buildings, as per Sec. 19 of the Constitution.

"The commissoner of public lands and buildings, the secretary of state, treasurer, and attorney general, shall form a board, which shall have general supervision and control of all buildings, the state prison, asylums, and all other institutions thereof, except those for educational purposes."

The personel of the government under this Board was:—

Hon. Silas Garber,.....Governor.
Hon. F. M. Davis,.....Com. of P. L. and B.
Hon. Bruno Tzschuck,.....Secretary of State.
Hon. Joseph C. McBride,.....Treasurer.
Hon. George H. Roberts,.....Attorney General.

During the summer of 1878 this board felt it incumbent upon it, owing to internal dissention resulting in part from the charges referred to above, to make a change in the management. On the resignation of the Principal, Mr. R. H. Kinney, Mr John A. Gillespie, then a teacher in the Iowa School at Council Bluffs was appointed.

No other change in the management has occurred in the Institute till the date of this history. The Board has changed each two years as the new officers of State take their seats.

It is a matter of congratulation to the State and to the Deaf as a class in the state that never in the history of the Institute has political bias interfered with the school. Partisan spoils, the bane of some schools for the Deaf have had no place in the Nebraska School. It is to be hoped this state of affairs may continue.

METHODS.

The first report speaks thus of the methods. "The prominent characteristics witnessed in the school room are healthfulness, cheerfulness, good order, general propriety, diligent attention to study and decided intellectual improvement.

We have witnessed with increased interest the wonderful ef-

fects of the system of education pursued in the Institution, in arousing the dormant faculties of the pupils. The system is similar to that generally adopted by American Insts., founded upon the great principle that knowledge can be imparted to the Deaf and Dumb, their faculties aroused, and quickened, their moral and intellectual natures developed, and their social conditions almost wholly restored."

In the second report the Principal speaks thus. "It requires the whole attention of the teacher during school hours to do justice to each one in the class. To do this the teacher must show and explain to each one, individually, the *modus operandi* of the exercises: first the simple alphabet on the fingers, then the alphabet in writing, putting the letters into words, giving a sign for the meaning of each, and afterwards putting the words into sentences, and explaining the idea of each, often illustrating them by some peculiar action."

In the fifth report Principal Kinney thus speaks of methods. "In the Neb. Institution, a few semi-mutes have been taught articulation, for more than four years, and teachers should not hesitate to blend these various methods in the course of instruction; methodical signs with those who are beginning to write sentences; written and spelled speech when they can be, intelligibly; but the basis the elementary principle and great help by which deaf-mutes in our Institution, are gradually built up, silently and steadily enriched with mental power, and finally brought out upon a higher plane of moral and intellectual existence, is the language of signs."

The views of the present superintendent differ materially from his predecessors with regard to the methods to be pursued. All should have an opportunity to learn speech, and efforts abandoned only when impossible. To this end all pupils begin their school life in the oral department, which was arganized as a separate department in 1882. A special aural department was also organized the same year, this with a view to the development of latent hearing. Its success has warranted the efforts and expense till the present time. Many are trained by this method to use the small amount of hearing remaining to them, and are enabled to use both their hearing and vocal powers to better advantage when they go out into the world. The present method of teaching langauge is to present the thought to the mind of the child by means of objects, pictures, pantomime, and speech. Write the full expression, allow the child to look at it a moment, destroy the work and require it to be reproduced by the child.

The department of art, consisting of drawing, crayon and char-coal work, and painting is a prominent feature of the educational work.

Manual training is represented by printing, carpentry, wood

carving, dress-making, plain sewing and house work.

Six deaths have occured among the pupils and one in the corps of instructors.

The Publications of the Institute consist of the DEAF-MUTES' HOME CIRCLE which was merged into the DEAF-MUTE'S JOURNAL OF NEBRASKA, published monthly. Later its name was changed to the NEBRASKA MUTE-JOURNAL and published semi-monthly.

The AURALIST was a small monthly sheet, published for a time in the interest of aural training in its early stages.

The accommodations have had a growth similar to the school itself. Starting with one pupil in 1869 in a little wooden structure rented for the purpose, three hundred and seventy-six deaf children have received instruction within its walls.

The buildings consist of the original structure 44 by 60 feet, used for the little boys. Girls wing 48 by 60 feet, three stories and basement. Main building 54 by 60 feet, three stories and basement,—school rooms, assembly room and executive quarters. Cottage for large boys 40 by 60 feet, three stories and basement.

Industrial building 56 by 68 feet, three stories. Main dining-room 54 by 60 feet, one story and basement, kitchen, pantry dining rooms 28 by 63 feet.

These substantial brick buildings are located on a beautiful site in the north-western suburbs of the city. The grounds consist of the twenty-three acres, most of which is planted to fruit. The balance—about the buildings—is a beautiful lawn surrounded by and dotted over with shade and ornamental trees, thus forming one of the most beautiful spots in the city of Omaha or the west, on which to carry on the great work of educating the Deaf.

BOARD OF PUBLIC LANDS AND BUILDINGS.

HON. LORENZO CROUNSE,.....Governor.
HON. G. R. HUMPHREY,.....Com. of P. L. and B.
HON. J. C. ALLEN,.....Secretary of State.
HON. J. S. BENTLEY,.....Treasurer.
HON. G. HASTINGS,.....Attorney-General.

OFFICERS OF THE INSTITUTE.

J. A. GILLESPIE, A. M.,.....Principal and Steward.
T. F. MOSELEY, A. M.,.....Teacher.
R. E. STEWART, A. B.,..... "
C. C. WENTZ, A. M.,..... "
MRS. T. F. MOSELEY,..... "
MISS ELLA M. RUDD,..... "
MRS. C. E. COMP,..... "
W. E. TAYLOR, A. M.,
MRS. W. E. TAYLOR.
MISS HELEN MCCHEANE } Oral and Aural "
MRS. C. C. WENTZ,
MISS LELLIA E. VAIL,.....Kindergarten "
MISS MAY MURRAY,.....Art "
MRS. J. A. GILLESPIE,.....Matron.
J. C. DENISE,.....Physican.
MRS. ANNA RICHARDS, Nurse and Supervisor of large boys.
MISS MARTHA WRIGHT,.....Seamstress.
MISS LELIA FOOTE,.....Supervisor of small boys.
C. E. COMP,.....Foreman of Printing Office.
D. J. RICHARDS,.....Foreman of Carpenter Shop.
HORACE E. GLADWIN,.....Engineer.

Mute Journal Print, Omaha, Neb.

The Horace Mann School for the Deaf,

BOSTON, MASSACHUSETTS,

1869–1893.

By SARAH FULLER,
Principal of the School.

THE HORACE MANN SCHOOL FOR THE DEAF.

To the Rev. Dexter S. King belongs the honor of securing to the deaf children of Boston and its vicinity their right to live in their own homes, under the care of their parents, while receiving a common school education. While serving upon a committee, appointed by the legislature, to consider the granting of a charter for what is now the Clarke Institution at Northampton, Mr. King became deeply interested in the education of deaf children. As a member of the School Board



MISS SARAH FULLER.

of Boston, he was in sympathy with all measures having for their object the advancement of educational work, and when he learned of the limited opportunities for instruction then afforded young deaf children his heart and brain were quickened with a desire to give to them, as well as to their more fortunate brothers and sisters, the benefits of early school training. To establish a public day-school which children of all ages could attend seemed to him the best plan for bring-

ing school advantages within the reach of all classes. In presenting his wishes to his associates upon the School Board, Mr. King said that "such a school ought to be established for the reason that there are enough deaf-mute children in the city entirely destitute of the means of education to form such a school, and whose friends would joyfully improve the opportunity of sending them to school." After a careful consideration of the subject, it was decided to open such a school, under the direction of the Boston School Board, and to make it "a public benefit beyond the limits of Boston by offering its privileges to children in surrounding cities and towns." Following this action of the School Board was the passage of an act by the legislature (May 28, 1869) providing that pupils might be sent, at the expense of the State, to the proposed school, as well as to the existing Institutions. The recognition and assistance thus early extended has continued, without interruption, to the present time.

The first session of the School was held on the 10th of November, 1869. Because no suitable rooms could be found in a central part of the city, the pupils were taught in separate divisions—a morning session for one in East street and an afternoon session for the other in Somerset street—until January, 1870, when they were brought together in rooms upon Pemberton Square.

The plan of instruction adopted was that now known as the pure oral method, and which has since been pursued. Every child is taught to speak and to read the speech of others from the lips, as well as to read and to understand written and printed language. The use of written language begins with a child's admission to the School and is continued throughout the course, which embodies the studies taken in the primary and grammar schools of Boston. Speech is employed in all the classes in both primary and grammar departments, and the recitations are conducted as in schools for hearing children.

This School was the first in the United States to adopt Visible Speech as an aid in articulation teaching. Instruction in this system was desired by Miss Fuller before the School was opened, but it was not until 1871 that it was obtained. In that year Professor Alexander Graham Bell, son of the inventor of this system, spent the months of April and May in giving to the teachers and pupils a knowledge and use of the symbols of Visible Speech. The wide-spread interest felt in

this country in articulation teaching, and the success of the work, are undoubtedly due to the system of Visible Speech. So plainly and so simply has Professor Alexander Melville Bell shown by this system how the organs of speech are used, and how the movements of the mouth in speech may be interpreted by the eye, that it may truly be said of him, "He maketh the deaf to hear and the dumb to speak."

The course of study pursued in the School is as follows:

PRIMARY DEPARTMENT.

MORAL TRAINING.—Opening exercises, 50 minutes a week.

NOTE.—Teachers are required to give instruction in good morals and good manners.

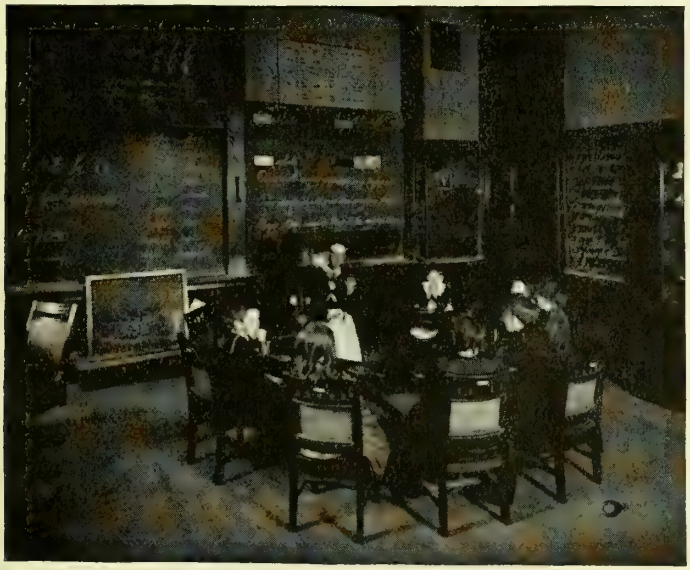
PHYSICAL TRAINING AND RECESSES.

Four hours ten minutes a week. Physical training, $1\frac{1}{4}$ hours a week. Recesses, 2 hours 55 minutes a week.

NOTE.—The Ling System of physical training is followed. The recess time is occupied by the pupils in taking their luncheon at tables in a room set apart for that purpose.

ARTICULATION LESSONS.

Class V, $11\frac{1}{4}$ hours a week.—Development of elements and combination of them to form words, phrases, and sentences; reading from script and from print; key-words associated with vowel elements, having diacritic marks; drill in reading combinations from charts.



ARTICULATION TEACHING TO YOUNGEST PUPILS.

Class IV, 5 hours a week.—Reading from script and from print; sight-reading, following diacritic marks; drill in reading combinations from charts; drill in reading lists of words containing similar vowel or similar consonant elements.

Classes III, II, I—Class III, 4 hours 35 minutes a week; Classes II, I, 4 hours 10 minutes a week.—Reading from script and from print; sight-reading, following diacritic marks; drill in reading combinations from charts; drill in reading lists of words containing similar vowel or similar consonant elements; exercises requiring pupils to give lists of words containing similar vowel or similar consonant elements; voice drill.

Observation Lessons and Manual Training.

Class V, 1 hour 40 minutes a week.—Recognition of color; spoken and written names of color; recognition of different forms; lessons upon place; words used to describe positions.

Clay-modelling; paper folding and cutting; stick-laying.

Class IV, 1 hour a week.—Lessons upon color, form, place, size, and qualities of objects; also simple lessons upon plants and animals.

Clay-modelling; paper folding and cutting; stick-laying.

Classes III, II, I, 1 hour a week.—Lessons upon color, form, place, size, and qualities of objects; also simple lessons upon plants and animals, and upon nature.

Clay-modelling; paper folding and cutting; stick-laying.

Language.

Class V, $2\frac{1}{2}$ hours a week.—Spoken names of objects; recognition of written and printed names of objects; reading names of objects; simple directions and questions from speech and from the black-board; oral and written statements describing relations of objects; reading from primers.

Class IV, 9 hours a week.—Oral and written statements describing relations of objects; learning action words through pictures and simple stories; oral and written statements of facts and incidents; reading from primers.

Class III, 11 hours 5 minutes a week.—Oral and written statements of facts and incidents; elementary conversation lesson, leading pupils to ask and answer questions orally and in writing; simple dictation lessons; oral and written descriptions of pictures by class and by individuals; reading simple stories and answering questions upon them; reading from primers.

Classes II, I, $10\frac{1}{4}$ hours a week.—Oral and written descriptions of pictures by class and by individuals; reading simple stories, answering questions upon them, and reproducing them; oral and written statements of facts and incidents; conversation lessons; dictation lessons; letter writing; supplementary reading.

Penmanship.

Class V, $2\frac{1}{2}$ hours a week.—Drill upon forms of small and capital letters, using black-board, slates, and paper.

Copying words and sentences from the black-board and writing from print.

Class IV, 1 hour 40 minutes a week.—Drill upon forms of letters, using slates and paper; writing words and sentences from print.

Classes III, II, I.

NOTE.—Special lessons in penmanship are not given; but careful writing is required in all exercises.

ARITHMETIC.

Class V, $1\frac{1}{4}$ hours a week.—Numbers from one to ten, with objects; numbers expressed by words, figures, and letters; adding and subtracting to five, with objects, using words and figures.

Class IV, $2\frac{1}{2}$ hours a week.—Adding and subtracting to ten, with objects, using words and figures; simple practical questions in addition



CLASS IN SLOYD.

and subtraction, using numbers to ten; numbers to twenty expressed by words, figures, and letters, using objects.

Class III, $2\frac{1}{2}$ hours a week.—Multiplying and dividing with objects, using words and figures to ten; practical questions in addition, subtraction, multiplication, and division to ten, keeping within the limits of the child's vocabulary; addition, subtraction, multiplication, and division, using numbers to twenty.

Coins from one cent to ten cents. Pint, quart; inch.

Class II, $3\frac{3}{4}$ hours a week.—Practical questions in addition, subtraction, multiplication, and division, using numbers to twenty; numbers to one hundred expressed by words, figures, and letters; adding and subtracting, using numbers from one to one hundred, with careful teaching of the required processes.

Coins continued. Day, week, month, year.

Class I, $3\frac{3}{4}$ hours a week.—Multiplying and dividing numbers, from one to one hundred, with careful teaching of the required processes; practical questions in addition, subtraction, multiplication, and division, using numbers from one to one hundred; numbers to one thousand, expressed by words, figures, and letters.

Gallon; peck, bushel; foot, yard; dozen.

MANUAL TRAINING.—Sewing, Sloyd, and Type-Setting.

NOTE.—Two hours a day, at the close of the school session, are devoted to each of these branches of manual training. The older pupils in the primary department are allowed to have, as a rule, one lesson a week in each branch. The younger pupils who take these lessons remain but one hour.

GRAMMAR DEPARTMENT.

MORAL TRAINING.—Opening exercises, 2 hours 5 minutes a week.

NOTE.—Teachers are required to give instruction for fifteen minutes a day in good morals and good manners.

PHYSICAL TRAINING AND RECESSES.

Three and three-quarter hours a week. Physical training, $1\frac{1}{4}$ hours a week. Recesses, $2\frac{1}{2}$ hours a week.

NOTE.—The Ling System of physical training is followed. The recess time is occupied by the pupils in taking their luncheon at tables in a room set apart for that purpose.

ARTICULATION.

Classes VII, VI, $2\frac{1}{2}$ hours a week.—Daily practice upon vowel and consonant elements, with use of drill chart; making lists of words containing similar vowel elements; drill upon difficult consonant combinations, introducing words containing them. Vocal gymnastics for ease and fluency, using words, phrases, and sentences; exercises for movement of the tongue, independent of the jaw.

Classes V, IV, III, II, I, $2\frac{1}{2}$ hours a week.—Drill upon difficult consonant combinations, introducing words containing them. Vocal gymnastics for ease and fluency, using words, phrases, and sentences; exercises for movement of the tongue, independent of the jaw; exercises for accent, emphasis, rhythm, and pitch, and for loudness and softness of tone. Expressive reading.

ELEMENTARY SCIENCE.

Class VII, 1 hour a week.—Observational and conversational lessons upon seeds, fruits, vegetables, grains, common trees and shrubs, common kinds of wood, and common minerals. Nature lessons.

Class VI, 1 hour a week.—Observational and conversational lessons upon the structure and habits of the families of animals represented by types already studied; also upon the forces of nature.

Class V, 1 hour a week.—Observational and conversational lessons upon animal, vegetable, and mineral productions, and upon manufactured articles.

Class IV, 3 hours 10 minutes a week.—Observational and conversational lessons upon metals. Study of the bones, muscles, and skin of the human body; the organs and processes of digestion; the organs of the circulation of the blood and their functions.

Class III, 2½ hours a week.—The anatomy, physiology, and hygiene of the human body continued. The organs of respiration and their functions; the organs and functions of the nervous system; the organs and functions of the special senses.

Class II, 2½ hours a week.—Lessons upon metals, minerals, and rocks. Lessons upon the sun, moon, and stars, and upon the different length of days.

Class I, 2½ hours a week.—Lessons upon common facts in physics, learned from observation and experiment.



SEWING-CLASS.

LANGUAGE.

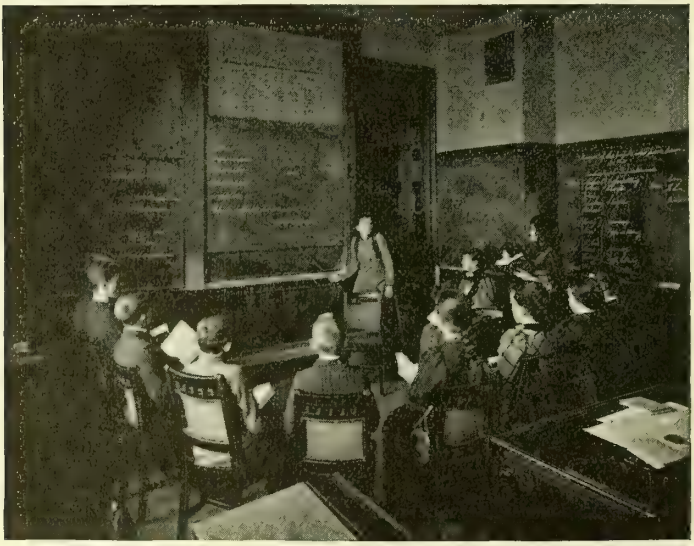
Classes VII, VI—Class VII, 9 hours a week; Class VI, 8 hours 10 minutes a week.—Oral and written exercises in the use of language as an expression of thought, special attention being given to correct forms of speech. Pupils required to express, orally and in writing, their daily experiences, and facts obtained from observation and from newspapers and books; also, to read and reproduce stories. Conversation lessons; dictation exercises; letter-writing. In this language-work pupils should be required to make continuous, well-arranged statements upon the chosen topics. Supplementary reading.

Class V, 5 hours 40 minutes a week.—Oral and written exercises in the use of language as an expression of thought, special attention being given to correct forms of speech. Pupils required to express, orally and

in writing, their daily experiences, and facts obtained from observation and from newspapers and books; also to read and to reproduce stories. Stories read to pupils and reproduced by them orally and in writing; conversation lessons; dictation exercises; letter-writing; compositions. In this language-work, pupils should be required to make continuous, well-arranged statements upon the chosen topics.—Supplementary reading.

Exercises leading to the classification of words.

Class IV, 5 hours 10 minutes a week.—Oral and written exercises in the use of language as an expression of thought, special attention being given to correct forms of speech. Pupils required to express, orally and in writing, incidents and facts which interest them. Oral and written reproduction of supplementary reading-matter; descriptions of scenes, real and imaginary; the thoughts and sentiments in simple poems expressed, or the story told; conversation lessons; dictation exercises; letter-writing; composition writing, including the preparation of topics; paragraphing; use of the dictionary; homonyms and synonyms; a few roots, prefixes, and suffixes.



CLASS IN READING.

Reading from an authorized text-book and from supplementary books; studying, committing to memory, and reciting choice poems and selections from prose.

The grammatical study of easy sentences: Subject and predicate; declarative, interrogative, imperative, and exclamatory sentences; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections; adjective and adverbial phrases and clauses.

Classes III, II, I, 5 hours 10 minutes a week.—Oral and written ex-

ercises in the use of language as an expression of thought, special attention being given to correct forms of speech. Abstracts and summaries of lessons and of stories. Outlines prepared for original compositions; composition writing; narratives; descriptions of real or imaginary scenes and experiences; letter-writing, including business letters, notes of invitation, etc., oral and written exercises upon poems, also upon beautiful pictures, statuary, etc.; conversation lessons; dictation exercises; homonyms, synonyms; roots, prefixes, suffixes, and compound words.

Reading from authorized text-books. Reading and studying some lives and works of the best American and English authors.

The grammatical study of simple, compound, and complex sentences: Analysis; properties of the different parts of speech; use of auxiliaries; principles of syntax.

Geography.

Class VII, 1 hour 40 minutes a week.—Lessons upon plants and animals of different climates and upon people of different countries; lessons upon position, distance, direction, points of compass, plans, and maps; lessons upon the physical features of the earth; size and shape of the earth; study of globes and maps—of hemispheres, continents, grand divisions, and oceans.

Class VI, 2½ hours a week.—Study of hemispheres, continents, grand divisions, and oceans, continued. Special study of the grand divisions of the western continent, following the topics in "Outlines for the Study of Geography." Map-drawing.

Class V, 2½ hours a week.—Study of the grand divisions of the eastern continent, following the "Outlines for the Study of Geography." Map-drawing.

Class IV, 2½ hours a week.—An elementary text-book in geography, read and studied. Map-drawing.

Classes III, II, 2½ hours a week.—A more advanced text-book in geography read and studied. Map-drawing.

Class I, 2½ hours a week.—The study of a more advanced text-book in geography completed. Reading and studying a physical geography.

History.

Class V, 2½ hours a week.—Stories from American history. Sketches of persons famous in American history. Descriptions, by pupils, of visits to historic places, buildings, and monuments in and about Boston.

Class IV, 2½ hours a week.—American history to the Revolutionary period.

Class III, 2½ hours a week.—American history from the beginning of the Revolutionary period to the Civil War. English and other European history, so far as it is connected with American history.

Class II, 2½ hours a week.—American history, including United States history, completed. The study of English and other European history, so far as it is connected with American history.

Class I, 2½ hours a week.—The civil government of the United States, of Massachusetts, and of Boston. Lives of persons famous in English history.

ARITHMETIC.

Class VII, 4 hours 10 minutes a week.—Adding, subtracting, multiplying, and dividing numbers from one to one thousand, no multiplier or divisor greater than twelve required; practical questions; addition, subtraction, multiplication, and division, with integers not larger than one million; practical questions. Second, minute, hour; ounce, pound.

Class VI, 4 hours 10 minutes a week.—Simple concrete illustrations of fractions; relations of tenths, hundredths, and thousandths to units and to one another; writing and reading decimals to and including thousandths; the units of United States money with their relations to one another; ten times, one hundred times, and one thousand times integers and decimals to and including thousandths; one-tenth, one hundredth, and one thousandth of integers and of decimals—the result to contain no smaller decimals than thousandths; addition and subtraction of decimals to and including thousandths, and of United States money.

The units of long, of liquid, and of dry measure, with their relations; measuring distances and length, width, and height or depth.

Class V, 4 hours 10 minutes a week.—Addition and subtraction of decimals and of United States money continued; multiplication and division of decimals to and including thousandths, and of United States money.

The units of square measure, of avoirdupois weight, and of time, with their relations; measuring the dimensions and finding the areas of squares and of other rectangles.

Simple concrete problems in common fractions; factors, measures, and multiples.

Class IV, 2½ hours a week.—Common fractions.

The units of solid measure, with their relations; measuring the dimensions and finding the volumes of cubes and of other rectangular solids.

Class III, 3 hours 10 minutes a week.—Decimal fractions to and including millionths.

Common fractions continued.

Percentage and its application to commission and to other simple subjects; simple interest.

Class II, 3 hours 10 minutes a week.—The application of percentage to profit and loss, to partial payments, and to bank discount.

Compound numbers with simple practical problems, including the units previously studied and the units of troy weight, circular measure, and English money.

Class I, 3 hours 10 minutes a week.—Simple proportion; problems involving more than two ratios to be solved by analysis.

Powers of numbers.

Square root and its common applications.

The cube root of perfect third powers of integers from one to twelve, both inclusive, and of easy multiples of ten.

Mensuration.

Manual Training.—Sewing, Sloyd, and Type-Setting.

Note.—Two hours a day, at the close of the school session, are devoted to each of these branches of manual training. All the girls in the grammar department are expected to complete the course in sewing. Girls and boys may take the course in sloyd, or in type-setting, or in both.

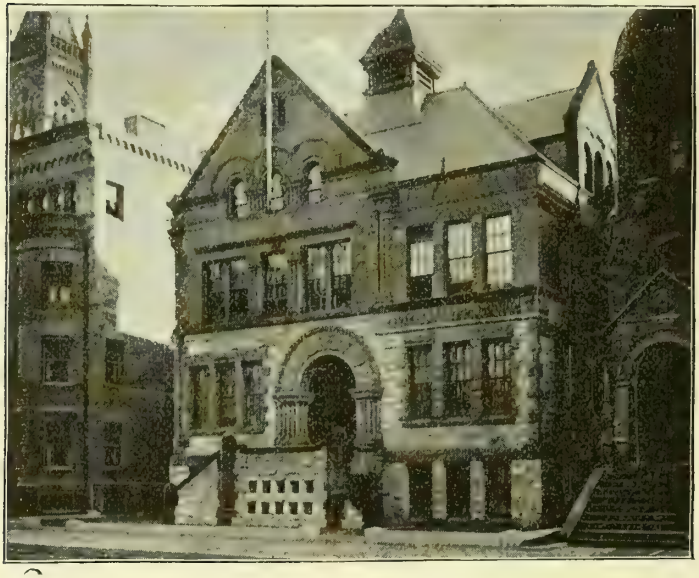


CLASS IN TYPE-SETTING.

In September, 1875, the School, having outgrown its accommodations in Pemberton Square, was removed to a building upon Warrenton street, where it remained for fifteen years. These years are characterized by a steady and continuous improvement in the work and the influence of the School. Sewing was made a part of the regular instruction in April, 1877. At that time no other manual training was provided by the School Board. Through the kindness of the managers of the North Bennet Street Industrial School, one pupil was admitted, in 1880, to an afternoon class and taught the use of wood-working tools. In the following year a generous friend paid the tuition of three boys at the School of Mechanic Arts. These out-of-school lessons were productive of most gratifying results. The pupils manifested great interest in their work, and developed an aptitude and a skill that were very commendable. The success attending the efforts of these pupils led to the admission of more pupils to the Industrial School, and to

their instruction in the various classes in clay modelling, sloyd, type-setting, and shoemaking. In 1880 courses of lessons in cooking, at the Boston Cooking School, were begun with the older girls. The application in their homes of the knowledge thus obtained gave strong evidence of its value and secured permission for others to attend classes with girls from the public schools of Boston.

These successful beginnings of manual training suggested to the late Mrs. Francis Brooks the wisdom of providing this



HORACE MANN SCHOOL.

instruction for all pupils old enough to receive it. She called the attention of friends to the subject, and when, in 1890, the School was transferred to the new building it now occupies, rooms were fitted up and furnished for manual training, and a teacher of drawing and clay-modelling and a teacher of sloyd were provided by a fund obtained through Mrs. Brooks's efforts. In April of the past year the School Board assumed the cost of maintaining the sloyd classes, and the committee in charge of the fund authorized the use of the money for instruction in type-setting. The usefulness of this knowledge, both directly and indirectly, is very great.

On the eighth of May, 1877, the School Board passed the following order: "That the School for Deaf-Mutes be hereafter

called The Horace Mann School for the Deaf." This was a recognition of Mr. Mann's great interest in the education of the deaf by and through speech. In his annual report in 1843, as secretary of the Massachusetts Board of Education, he gave an account of the method of teaching articulation to the deaf as he saw it in Germany, and he strongly urged its introduction into the schools of this country. This School, a part of the public school system of Massachusetts, for the improvement of which Mr. Mann worked so zealously, had adopted this method of instruction, and there seemed a peculiar appropriateness in claiming his name for it.

The growth of the School and its consequent needs were the occasion of a request, in July, 1879, to the city council "to remodel the Horace Mann school-house to accommodate the increasing demands of the School." It was considered inexpedient to do this, and, although various methods were suggested, nothing was done until April, 1885, when the State gave a lot of land upon which to erect a building. Delays in appropriating money, and other causes, prevented the completion of the school house before the summer of 1890. In June of that year all of the classes were moved into the new building, and on the tenth of the following November, twenty-one years from the opening of the School, the house was formally dedicated. On that occasion the Hon. Gardiner Greene Hubbard, of Washington, delivered an historical address. It is a valuable contribution to the literature relating to the work for the deaf and is reprinted here.

HISTORICAL ADDRESS BY THE HON. GARDINER GREENE HUBBARD.

We are gathered here to-day to celebrate the twenty-first anniversary of the opening of the Horace Mann School and the dedication of this building to its use. The many friends that surround us, the band of experienced teachers, the large number of pupils, this new and beautiful building, mark it as the day of our prosperity.

It seems fitting on this occasion to spend a few moments in recounting the causes that led to the establishment of this School, in showing what it has accomplished for the education of the deaf at home and abroad, and in recalling the memory of him through whose instrumentality it was founded.

This was the first public day-school ever opened to deaf children. Before this, they had been gathered into institutions, apart from friends, isolated from the world around them, a distinct and separate community. This plan was thought necessary to their education. Our experiment, carried on for twenty-one years, has proved, by its continued and growing success, that to the deaf as well as to others all the advantages of

school education can be extended without the severance of home and family ties. As the direct offspring of this the first day-school, similar schools have grown up in other States, and its influence is felt through the length and breadth of our land.

Have we not reason to be glad of the past and to take courage for the future? But this School represents not merely the opening of the first day-school, but, with the Clarke Institution, the introduction and development of a system of education for the deaf until then unknown in this country. Before that time the education of the deaf had been carried on by the sign language. That this system had accomplished great and good results we gratefully acknowledge; but in our midst was growing up a distinct race, using a language of their own, unknown to



CORRIDOR ON THE SECOND FLOOR.

their friends, without literature, and though, perhaps, often beautiful and expressive, still vague and indefinite.

Perhaps but few who rejoice with us to-day can go back in memory to the time when, in doubt and anxiety, but with courage and hope, our little School was opened, and still further back to the introduction into this country of the oral system of deaf-mute education which this School has helped to develop.

Let us briefly review the history of deaf-mute education in this country from its commencement; and if my narrative becomes somewhat personal, may I be excused? All great movements start from a small centre. Our broadest charities have grown from some individual human need. My own interest in the education of the deaf, and my earnest efforts to introduce what I believed a better method of instruction than the one then in use, sprang from my anxiety for my little deaf child.

Early in the present century the parents and friends of a little deaf girl in Hartford, Connecticut, sought for her some means of education. There were no schools for the deaf in this country, and the Rev. Thomas Gallaudet was sent abroad to visit the various institutions in France and Germany, and to study the methods of instruction. He brought back the French system of the Abbé de l'Épée. On inquiry a number of deaf children were found, and the American Asylum at Hartford was incorporated. An appropriation was obtained from Congress and from each State from which pupils were sent; other schools were opened in different States from time to time, and in all the sign language was used.

Vague reports were occasionally brought to this country of another system used in Germany, where the deaf were taught to speak and read



PRINCIPAL'S ROOM.

from the lips. Nothing definite was known in regard to this system until 1843. In that year Mr. Horace Mann, then secretary of the Board of Education from Massachusetts, and Dr. Howe, went to Europe to study the various systems of education. They visited several schools for the deaf in Germany and were surprised to find deaf children taught to speak and read from the lips. On their return Mr. Mann published a report and strongly advocated the adoption of the German oral system of instruction in this country.

His report excited such general interest that the American Asylum and the New York Institution sent gentlemen abroad to investigate the subject. They reported that the sign language was used in France, Italy, and Great Britain, and the oral system in Germany only; "that, in the case of the great majority, instruction in mechanical articulation was attended by too little benefit to compensate for the serious efforts made

in attempting it," and therefore no material change should be made in the American Schools. A teacher of articulation was employed for a short time at the American Asylum; but the results were not satisfactory, and the system was abandoned. Earnest and devoted teachers labored faithfully to develop the mind and train the faculties through the medium of the sign language. Much was accomplished; many a darkened mind was brightened, many lives enriched, many a saddened heart made glad; but the child was a foreigner in his own land, comprehending and using a language known only to the Institution. He was taught to read and write the English language, but it remained always an unfamiliar tongue. The medium of instruction met the natural expression of his thoughts and feelings.

In 1860 my little girl lost her hearing through a fearful illness; she was a bright, intelligent child of four years, but her language was lisping and imperfect. When convinced of her deafness our great anxiety was to retain her language, and to know how we might carry on her education. We asked advice of one of the oldest teachers of the deaf. "You can do nothing," was the answer; "when she is ten years old send her to an institution, where she will be taught the sign language."

"But she still speaks; can we not retain her language?"

"She will lose it in three months and become dumb as well as deaf; you cannot retain it."

It was in this time of our discouragement that we heard of the visit of Mr. Horace Mann and Dr. Howe to the schools of Germany, and their report in favor of the oral system. We turned to Dr. Howe for help. He told us that even children born deaf could be taught to speak, and encouraged us to talk to our little girl, and to teach her to recognize the spoken words of our lips. He warned us not to use nor to allow any signs, and never to understand them. Cheered by this encouragement, but discouraged by all other teachers of the deaf and by our own ignorance, we groped our way. Gradually light dawned. The child began to recall words forgotten in her long illness, and to add new words to her vocabulary learned from our lips. A young teacher, Miss True, who has ever since been devoted to the instruction of the deaf, but was then totally inexperienced, though admirably fitted by nature and training for the work, came to our aid. Our little girl joined her sisters in their lessons and their play. She knew no signs, she spoke imperfectly but intelligibly, and understood those around her. It was in after years that she told me she did not then know that she differed in any way from other children, and sometimes wondered why strangers would address her younger sister rather than herself. Meanwhile, under Miss True's intelligent teaching, her mental development progressed rapidly, and her language grew daily. We could not but feel that we had chosen the better system of education for our child, and earnestly wished other deaf children might share its advantages. We were confirmed in this opinion when, on a trip to Washington, we called with our little girl on Mr. Gallaudet and his mother, a deaf-mute. As she observed the child and witnessed the readiness with which she understood and answered Mr. Gallaudet, she turned to her son and asked: "Why was I not taught to speak?"

In 1864, in connection with a few friends and aided by Dr. Howe, we applied to the legislature for a charter for a school where the system of teaching articulation and lip-reading should be used. Hon. Lewis J. Dudley, of Northampton, a member of the Senate and of the committee on education, to which our petition was referred, had a daughter born deaf, then a pupil in the American Asylum. He was convinced from his own observation that it was impossible to teach the deaf to speak, and through his influence our efforts were defeated.

Not baffled nor discouraged by defeat, we then, with the aid and sympathy of a few friends, determined to open a little school of our own. After eight months of waiting for pupils, our school was opened at Chelmsford in June, 1866, with only five pupils; but Miss Rogers was their teacher. Her sister had been with Dr. Howe as the teacher of Laura Bridgman and Oliver Caswell, both of whom were deaf, dumb, and blind. How identified Miss Rogers has been with the whole work from the very beginning, how much of its success is due to her earnestness and entire devotion, we all know.

Since the first days of that little school, teachers equally faithful, equally devoted, equally earnest, have entered into the work and have carried it on to its present success; but Miss Rogers gave it its first start. Hon. Thomas Talbot, then Lieutenant-Governor and brother-in-law of Miss Rogers, became interested in the work and encouraged me to apply again to the legislature. Mr. Talbot called with us on Governor Bullock to secure his aid. To our great surprise and pleasure, the Governor informed us that he had just learned that a gentleman in Northampton had been watching our work and was ready to give fifty thousand dollars toward the endowment of a school for the deaf in Massachusetts, and that he would gladly help us.

In his annual address to the legislature in 1867, he said:

"For successive years the deaf-mutes of the Commonwealth through annual appropriations have been placed for instruction and training in the Asylum at Hartford. While, in the treatment of these unfortunates, science was at fault and methods were crude, in the absence of local provisions, this course was perhaps justifiable; but with added light of study and experience, which has explored the hidden ways and developed the mysterious laws by which the recesses of nature are reached, I cannot longer concur in the policy of expatriation. For I confess I share the sympathetic yearnings of the people of Massachusetts towards these children of the State detained by indissoluble chains in the domain of silence. This rigid grasp we may never relax, but over unseen waves, through the seemingly impassable gulf that separates them from their fellows, we may impart no small amount of abstract knowledge and moral culture. They are the wards of the State. Then, as ours is the responsibility, be ours also the grateful labor, and I know not to what supervision we may more safely intrust the delicate and intricate task than to the matured experience which has overcome the greater difficulty of blindness superadded to privation of speech and hearing. To no other object of philanthropy the warm heart of Massachusetts responds more promptly. Assured as I am on substantial grounds that legislative action in this direction will develop rich sources of private beneficence, I have the honor to recommend that the initial steps be taken to provide for this class of dependents within our own Commonwealth."

This portion of the message was referred to a large joint special committee, of which Mr. Dudley was chairman on the part of the House. Dr. Howe and Mr. F. B. Sanborn, the chairman and secretary of the Board of State Charities, appeared for that Board. I represented petitioners for an act of incorporation; while Rev. Collins Stone, the principal of the American Asylum, Rev. W. W. Turner, its former principal, and Hon. Calvin Day, one of its vice-presidents, appeared in the interests of the Asylum as advocates of the sign language, and as opponents of our petition; a large number of deaf-mutes, with Prof. D. E. Bartlett as interpreter, were also present. At one of the hearings my daughter was called before the committee and questioned in arithmetic, history, and geography. Her answers were satisfactory.

To test her general intelligence a gentleman asked, "Can you tell me who laid the first Atlantic cable?" Quickly and smilingly she answered, "Cyrus Field." The committee was convinced that her progress and intelligence were equal to that of most hearing children of the same age, and gave us our charter. At one of these hearings our little girl saw for the first time the deaf-mute's signs, and asked why deaf-mutes did not speak with the lips, as she did, for she thought it a great deal better to talk with the mouth than with the fingers.

Mr. Dudley became convinced of the superiority of the oral system; and, with tears in his eyes, asked if his little daughter could ever be taught to speak. In a year he heard from her lips the words "father" and "mother."

Miss Rogers removed with her little school to Northampton and became its principal. Thus the first school for teaching articulation, lip-reading, and oral instruction to the deaf was established in this country.

A member of the committee from Boston, also a member of the School Committee of Boston, took an especial interest in the hearing. He attended every meeting and visited our little school at Chelmsford, called repeatedly to see our daughter, and aided us by every means in his power to obtain our charter, having first inserted a provision giving us right to establish schools in two other suitable places besides Northampton. The name of that gentleman was Dexter S. King. His interest in the education of deaf children, instead of ceasing with the granting of our charter, increased.

Scarcely was our school opened, when he asked that a branch might be started in Boston. This we were unable to do. Mr. King, as a member of the School Board, secured the appointment of a committee to consider this subject in 1868 and 1869. The city was canvassed; fifty deaf children were found, of whom only twenty-two were in school. Twenty-eight were at home, with no one able to render them aid in their search for an education. The committee established this school by the name of the School for Deaf Mutes. It was on November 10, 1869, in a room in the old school-house in East street, with nine pupils. In one week an afternoon session had opened for eleven other pupils in the school-house on Somerset street.

In January, 1870, it moved into suitable quarters on Pemberton Square, where it remained for several years.

When Mr. King retired from the School Committee of the city of Bos-

ton, in 1871, a series of resolutions were passed, stating "that to him was mainly due the project of establishing in this city a public shool for deaf-mutes, the first institution of the kind in America," and expressing the thanks of the Board for his valuable services. For the remaining years of his life he was almost a daily visitor at the School.

In the year 1873 the name of the school was changed to the Horace Mann School. A principal was necessary who could not only instruct the deaf, but could supervise all the interests of the School, securing both the affection of the pupils and the confidence and respect of the School Committee. To Miss Fuller this School and the deaf children of America owe a debt of gratitude that can never be repaid.

A few years later an English gentleman, Mr. B. St. John Ackers, visited the various schools of England and America, seeking for the best means of educating his own deaf child. He decided that she should be taught by articulation rather than by signs, which was the system then used in the English institutions. He was so much pleased with this School that he engaged one of its teachers, Miss Barton, to return with him. More and more convinced of the superiority of "articulation teaching," and feeling the importance of thorough and earnest teachers, he was led to establish a normal school, which has sent out many teachers well fitted for their work. Subsequently, Mr. Ackers, then a member of Parliament, was influential in securing the appointment of a "Royal Commission" to investigate and report upon the condition of the blind, the deaf, and the dumb of the United Kingdom, and was appointed one of the commission by the Queen.

Mr. Gallaudet and Professor Bell were invited to be present, as representing the two systems in use in this country. Mr. Bell gave a full account of the Horace Mann School and its work, in which he has always felt the deepest interest. In their report the Commission recommend:

"That every child who is deaf should have full opportunity of education in the oral system; that all children should be for the first year, at least, instructed in the oral system, and after the first year they should be taught to speak and lip-read on the oral system, unless they were physically deficient.

"That children who have partial hearing should in all cases be instructed in the pure oral system.

"That trained teachers of the deaf should, as in Germany, receive salaries such as would induce teachers of special attainments to enter the profession, and on a higher scale than those enjoyed by trained teachers of ordinary children."

In England, as well as in our own country, the influence of our work has been felt.

The year before the Clarke Institution was opened there were only 119 deaf children from the State at school. Now there are 312, an increase of 160 per cent., while our population has increased only 50 per per cent. Massachusetts has, therefore, more than three times as many pupils to-day, in proportion to population, as it had twenty years ago. Starting from Massachusetts as a centre, public interest was everywhere excited by the deaf. New institutions and day-schools were established in different parts of the country. In many of these the oral system alone was used. In all, teachers of articulation were employed, and articula-

tion and lip-reading made a part of their daily instruction. The number of pupils has increased from 3,246 in 1870 to 8,575 in 1890, and in proportion to population the ratio of increase equals that of our own State three to one. Who can doubt but that this is due to the influence of the Clarke and Horace Mann Schools, and to the general interest they have awakened in the education of the deaf?

Institutions for the deaf are undoubtedly necessary in every State, as children must be gathered from distant points; but wherever there are in cities a sufficient number of children, day-schools are certainly to be preferred. The home influence, the strong ties of affection, are often more important to the deaf child than to the hearing; for he is less prepared to fight the battle of life. The success of the Horace Mann School has led to the opening of day-schools in Portland, Providence, Cincinnati, Milwaukee, Chicago, St. Louis, Evansville, New Orleans, and La Crosse.

Let us here pause for a moment to pay a tribute of respect to the memory of one of the first and best teachers of this School. Early in its history Miss Bond became interested in it, and gave to it her time, her sympathies, and her earnest labors. For years her efforts for its progress were unwearied; and, even in failing health and extreme physical suffering, the welfare of the School was ever in her mind.

When we consider that the interest in deaf-mute education which formed the Royal Commission, and that the recommendations which have so changed the system of education in Great Britain, are a direct growth from our work, have we not reason to believe that the seed sown in our weakness has already borne much fruit and will yield a still more abundant harvest?

Believing that for the deaf our system lessens their privations, brings them more into communication with their friends and fellows, and, instead of building up still higher the separating wall of a different language, opens to them as to others the treasures of written language, shall we not rejoice that it has been our privilege to work together for this end, and that out of the affliction of a little child a blessing has come to many?

The success of our schools in which we rejoice to-day is due not only to the superiority of the oral system over the sign-language system, not only to the energy and perseverance of their founders, but more than all to the devotion, to the untiring zeal, and to the ability of our teachers. No other teaching is so exacting, requires such constant attention and unwearied application. The names of all these teachers are too numerous to mention. In our earthly as in our heavenly firmament one star differeth from another in glory, but bright as constellations shine the names of Miss Rogers, Miss Fuller, and Miss Bond.

This School is appropriately named the Horace Mann School, since Mr. Mann was the first to recommend the adoption of the oral system; but it was to Mr. King that this School owes its existence. The names of those who laid the foundation and built the edifice should not be forgotten. A bronze tablet should be affixed to its walls; and thereon, associated with the name of Horace Mann, should be inscribed the names of Dexter S. King and Sarah Fuller, that thus the names of the

three who have done so much for the education of the deaf may be perpetuated.

The Hon. John W. Dickinson, secretary of the Massachusetts Board of Education, in his remarks, said:

Such a public school-house as this is, with such a situation, and devoted to such ends as the Horace Mann School was established to promote, was not possible at any former period of our history. Nor was such a school as the one now conducted here, with its methods of teaching, patiently and hopefully and skilfully applied, possible until the philosophy of teaching was fully discovered, and the duty of the State to provide for the right education of all classes of its children was fully recognized. The school-house and the school are both evolutions of more ancient and more imperfect ideas of the means and the causes which, if combined, will surely furnish the conditions of that cultivation of the mind which is the foundation of intelligence and virtue, the elements of individual prosperity and good citizenship. For this the Commonwealth unites with the municipality and its school authorities in rejoicing over the establishment of this institution in its new and well-appointed home, where the advantages of the public common school can be offered as a free gift to all those who come here for instruction.

But while we may seem at this hour to be engaged in the formalities of consecrating a school-house, if we analyze these ceremonies, we shall find that they signify the consecration of ourselves to the cause of popular education in its relation to the perpetuity of our free Commonwealth, and to the personal well-being of all her citizens.

Popular education should mean more than the simple possession of knowledge. It should mean nothing less than that full development of the mind that enables and inclines it to think so as to discover the truth, to feel the pleasure and pain the truth is adapted to excite, and to choose the best ends. Such an education as this will give to the individual the power of self-control. It is the only adequate preparation for good citizenship in a free State. In a democratic State like our own, the free public school adapted to the wants of all our children seems to be a necessity. It is not enough that the children of the republic receive some disciplinary education. They must receive it in the schools of the people. Here they will be trained to think alike and to feel alike, and to act together, and to acquire those social habits that enable individuals to become a people. The exercises of this hour should fill us with pleasing anticipations; for they signify that in the future the advantages of public-school instruction, under the guardian care of the State, are to be freely offered to all classes and conditions of her people.

The Hon. Henry S. Washburn, who wrote the first report of the School, in 1870, said:

It is with much interest that I recall the beginning of this school for deaf-mutes, now more than a score of years ago. * * *

The method of instruction adopted was in a measure an experiment.

That it has succeeded beyond our most sanguine expectations is seen in what we witness about us. * * *

Let me not fail at this moment to say that the progress made in this institution during the past twenty-one years is due to the patient and persevering toil of a band of teachers who merit our warmest commendation; and especially to her whom I see before me, who has ever brought to her task unswerving devotion, a loving heart, and that strong, practical common sense which is the sure guarantee of success in any undertaking. All honor to Miss Fuller, who has thus given the flower of her young womanhood and her riper years to this noble undertaking! I recall at this moment the impression made upon me when visiting, some years ago, a ragged school, so called, in the east of London. I was told by the friend who accompanied me that the superintendent, a venerable and most benignant-appearing gentleman, had been in that position *twenty years!* Upon my remarking to him that I didn't see how he could have remained so long in such a place and amid such repellant surroundings, he replied, "Somebody should do this work, and why not I?" A generous and manly reply, truly. Miss Fuller has been connected with this School more than twenty years. Must she not, my friends—as, kindly and lovingly, she has led her youthful charge from darkness into light and often under very discouraging conditions—must she not have heard His voice again and again who once took little children in his arms and blessed them, saying unto her, "Inasmuch as ye have done it unto one of the least of these, ye have done it unto Me"?

Dr. Samuel Eliot, who, while a member of the Boston School Board, served as chairman of the committee on this School, spoke feelingly and eloquently of the work of the School.

The superintendent of the Boston schools, Mr. Edwin P. Seaver, said:

There are two leading aspects in which the Horace Mann School for the Deaf appears the most interesting of schools: first, from the humanitarian point of view, it wins our sympathy by its purpose to relieve, as far as possible, a most unfortunate class of children from the inconveniences of their misfortune; second, from the professional teacher's or psychologist's point of view, it is deeply interesting in the illustrations it affords of the doctrines of mental science, of the principles in teaching based thereupon, and of the surpassing practical skill often requisite to apply these principles to minds abnormally circumstanced. We cannot rejoice in the prosperity of such a school, if we measure the prosperity only by large and increasing numbers of pupils, as we often do in the case of ordinary day-schools, for that sort of prosperity might indicate a too rapid increase in the number of those who need the peculiar kind of instruction this School gives; but we can and do rejoice in the increasing skill and success with which the peculiar work of this School is accomplished.

Let us see why the work of this School should be so extremely interesting to the professional teacher. In the first place, we should remember

that the mind of a non-hearing child may be, and usually is, as sound and as capable of improvement as the minds of other children. The principles to be followed in his instruction are the same as the principles to be followed in the instruction of other children. But the application of these principles is hindered by an obstacle which great practical skill alone can overcome. Herein lies the supreme test of our knowledge of principles in their successful application to minds having one or more of the usual avenues of communication closed. Time was when persons born deaf were classed with the idiotic, as being incapacitated for instruction or for communication with their fellow-men. They were regarded by the law as *non compos mentis*, and placed under guardianship, when necessary, as idiots were. Down to quite recent times the common assumption was that the congenitally deaf could never learn to speak. Deprived of hearing, they were also of necessity deprived of speech. Evidence of this is found in the usual appellations "deaf-mute" or "deaf and dumb," which have their equivalents in all languages. But now it is recognized that these two defects are not necessarily connected. Modern skill in teaching has demonstrated—and this demonstration has been most interestingly set forth in Mr. Hubbard's historical address, to which we have just listened with so much pleasure—that oral speech can be acquired notwithstanding congenital deafness. A person is properly described as *dumb* or *mute* only in case of paralysis or atrophy of the organs of speech or of their corresponding brain centres. So the words *dumb* and *mute* are not to be joined with *deaf* except in the very rare cases in which both defects exist simultaneously in the physical organs. The pupils of this School, for example, have vocal organs as normally constituted and as capable of training as yours or mine; only, in the absence of hearing, they are reached with far greater difficulty. The difficulty, indeed, is so great that for a long time the acquisition of speech by the congenitally deaf, although admitted as a possibility, has been regarded as hardly worth the trouble its realization would cost. There are still writers on education who hold that the great amount of time required for learning to speak would better be spent in acquiring knowledge through other means of communication more easily acquired.

The language of gesture, we know, is easily acquired. It is the first and natural resort for persons not understanding one another's language. Under the pressure of continued necessity this natural language reaches a high state of development, and becomes capable of expressing many thoughts with proper distinctions and shades of meaning. Next comes the manual alphabet, which also is easily acquired, and which opens the way for reading and writing as a means of communication. Thus are the stores of human knowledge quite easily opened to the dumb. Why, then, take so much trouble to acquire articulate speech?

The answer is that the language of gesture and signs fails to put the deaf and dumb person in full communication with speaking people. Very few speaking people ever learn the sign language well enough to converse in it readily. So the non-speaking deaf people are unable to converse freely except among themselves, or with their teachers, or with intimate friends. Their world is thus a very narrow one. They are cut off from many of the influences which make speaking people intelligent

—the influences of general society and of unhampered conversation. To make their world a broader one, they must have the power of articulate speech and the power of reading articulate speech from the lips of others. This is one reason for undertaking to put deaf persons in the fullest possible communication with hearing and speaking people.

But there is another and more weighty reason still. It has been pointed out by an eminent authority, Professor Bell, that if non-speaking deaf people are kept apart from others, so that they associate chiefly among themselves, cultivating their sign language to a higher and higher pitch of perfection, and becoming more interested in each other than in people outside their own little circle, there is a real danger lest, through the force of heredity, a dumb variety of the human race may ultimately become established. There are some remarkable statistics which support this view. Social arrangements which favor intermarriages among non-speaking deaf people are clearly undesirable, and ought by all means to be discouraged. The direct way to do this is to encourage and facilitate to the utmost social intercourse with people not so afflicted.

To do just this, through developing the powers of vocal utterance and of lip-reading, is the aim of the Horace Mann School. Under the surpassingly able, skilful, and devoted instruction of its principal, Miss Fuller, results have here been achieved that may well challenge the admiration of the whole world. The educational processes here carried on constitute a practical psychology of the highest value for teachers everywhere. Methods of teaching shaped in strict conformity to the laws of mental growth; ingenious devices for conveying ideas and for eliciting mental action under difficulties; striking side-lights often afforded, illustrating the nature of sense-perception and of mental association—these are among the topics of practical psychology which, as I said at the outset, make this the most interesting of schools. Nor is it less interesting when viewed as an institution of practical philanthropy; but of this I am not now to speak. The Horace Mann School is verily our most precious educational gem. To-day we rejoice to see it in a worthy setting, a beautiful and ample new building.

Mr. George C. Mann, a son of Horace Mann, said:

I could not decline the invitation to be here to-day, and to say a few words of congratulation upon this occasion.

How Horace Mann would have rejoiced at the progress of the last fifty years in this field of educational labor! Many of you know, much better than I do, the history and details of the controversy that raged after the appearance of his report upon the deaf-mute schools of Prussia, between the advocates of sign language and of lip language, and it is not necessary to recall them now. If there were in those days blind leaders of the blind, there were certainly not dumb teachers of the dumb. How he would have rejoiced at the establishment of this school and other schools devoted to the beneficent work which still, among broader and more engrossing duties, kept for itself a place in his heart! How he would have rejoiced at this new and beautiful school-house, with all its facilities and appliances, so far beyond anything that he could have dreamed of in those earlier days! How his heart would have gone out

to this company of happy children—shorn lambs to whom the winds of God have been so blessedly tempered!

In referring to the hardships of his own early life, Mr. Mann somewhere expresses his belief in the "rugged nursing of toil"—although he adds that he believes he was himself "nursed too much." May it not be true, in these days of wide-spread ease and luxury, of physical comfort and spiritual indifference, that even a partial deprivation of bodily sense may oftentimes, as it were, put the mind on its mettle, and result in bringing out traits of intellect or character that might otherwise have lain dormant? Who of us cannot turn in his own experience, not only to examples of the well-known fact of an increase in acuteness and power of one sense on account of a defect in another, so that the individual is actually, on the whole, more capable in consequence of this very defect than he would otherwise have been, but also to cases where some bitter mental or moral experience, arising from physical shortcoming, has worked its miraculous spiritual conversion and given to society out from an environment of selfishness or sin, of weakness or superficiality, a strong, noble, unselfish Christian character? Horace Mann would have been the first to recognize in such instances the blessed compensatory law of God's infinite benevolence, and he would have urged on, by all human power, the means of fulfilling this divine purpose.

And this brings me finally to these teachers. How he would bless their noble work! I cannot better consult the proprieties of the occasion than by reading a few words of his on the "true teacher." Not written with reference to the work of teachers in a school with the particular objects of this School, they will yet apply with special force to these teachers, who are and must be more to these children than the ordinary teacher is to the ordinary child.

"For what," he says, "is the office of the true teacher? Does he not stand before minds wherein exists only the capability of thought, and store them with ideals of society, of nature, and of God, which otherwise they would never have had? Does he not fill dark voids and abysses of soul which but for him would forever have been a waste and a vacuity? Does not his spirit move over unformed capacities of feeling and sentiment, as once the spirit of God moved upon the face of the waters, and reduce the chaos to order and harmony? How nearly, then, is he a creator! How nearly does his work resemble that of the Omnipotent! In the beginning God said, 'Let there be light!' and instantly outburst the splendor of a myriad suns, and the original darkness did not flee, but was annihilated. In every child's mind there is original darkness; in every child's mind there is a first outbreaking of light. Into the vacant souls around him the teacher pours knowledge. To these souls it is as though every truth was a sun, and therein darkness had no more an abiding-place. The work of creation consisted in filling the void spaces of immensity with worlds, and peopling these worlds with races receptive of truth and error, capable of bliss and of woe. When the teacher builds up some grand and splendid system of truth in a pupil's mind, is it not a contemplation at least only second to that sublime spectacle, when the sun was created to rule the day, and the moon and stars to rule the night, and all the sons of God shouted for joy? The teacher is also surrounded

by moral susceptibilities which, at first, are little more than blank and inane—a space and an opportunity for the residence of pure sentiments and holy affections. But when he develops and nurtures them into mercy and tenderness and devotion, is it not more beautiful than when the bland zephyr of heaven first passed over Eden and evolved verdure and flower and perfume from the dark and insentient mould of the nascent paradise? And this the teacher does, until companies of great and good men rise up and stand around him—an everlasting galaxy in his heaven of glory."

The passage concludes, with the change of a single word, to adapt it to the present occasion:

"Be the teacher what he should be, he can never remain unrewarded or unhonored. Be he what he should be, he will himself raise up a generation of men to praise and to bless him. But for this he must task his intellect to master all the philosophies of men, and kindle his soul at the altar of God."

The following hymn, written by one of the former pupils, was read by the Rev. Edward Everett Hale:

DEDICATORY HYMN.

Nov. 10, 1890.

Eternal Father, Source of power,
Of knowledge, light, and love;
In our new home, this gladsome hour,
We lift our hearts above.

The hope of many years to-day
Is with fruition crowned;
The seed, long nurtured by the way,
Its fruitage-hour has found.

A score of years has o'er us sped,
And onward still we tend;
Thanks for the friends whose love has led,
Whose wealth and wisdom blend.

Thanks for the strong, yet tender hand,
The brain of ceaseless skill—
That from the first our growing band
Has led—is leading still.

Thanks to the workers, true and tried,
Who bravely onward press,
Unmoved by broken ranks beside,
And anxious but to bless.

In Paradise a noble band
Of taught and teachers throng,
And answer, from that glorious land,
Our glad and grateful song.

From earth and heaven our roll we call,
North, South, our numbers spread;
Present and absent, Lord, on all
Thy benediction shed.

The knowledge, wisdom, power, and skill,
A score of years has taught,
Do thou increase, that forward still
May press our work and thought.

Let body, mind, and spirit wake
To life more full and free;
These living temples help us make
Far worthier shrines for Thee.

Here give each spirit upward wing;
Eternal Father—here
To Heaven's completer knowledge bring
Unnumbered minds more near.

—Alice C. Jennings.

In 1888 the legislature passed an act providing that the travelling expenses of pupils attending schools for the deaf should be paid by the Commonwealth, and in April of the following year an act was passed granting an extension of school time for deaf children beyond the limit of ten years. Pupils have been sent from the Horace Mann School to private schools for hearing children and have taken high-school studies with as much ease as the average pupil.

"It is, indeed, a great feat for a child who has never heard a sound to communicate orally his thoughts and feelings to members of his family, and to read responses from their lips. The deaf child with this accomplishment goes out into the world's stir and activity and 'gets on' fairly well; he follows his calling and enjoys his life far better than if he had never learned to talk and to read the lips. But, except at home and among friends, he is likely to be at a disadvantage—at least, he must meet obstacles to a free interchange of thought and feeling with others. How may some of these obstacles be surmounted? Miss Fuller's answer to this question illustrates the principle that controls her methods of instruction. The principle is that deaf children should be taught and treated, so far as the ends to be reached and the circumstances permit, just as hearing children are taught and treated. Her answer to the question would be: After completing the course of instruction in the Horace Mann School, the pupils should be

sent to a school with hearing children. The evidence thus far collected with regard to pupils who completed the course of study in the Horace Mann School and then entered a school with hearing pupils shows that the presence and instruction of deaf pupils cause but slight, if any, inconvenience to teachers, and that the deaf reach at least as high a standard of scholarship as hearing pupils. As the good work goes on, we have reason to expect that the deaf, accustomed to meet and cope with the same difficulties as hearing pupils, will, after leaving school, be able to enter upon their work in life with but few of the disadvantages that arise from deafness, and with confidence that they can, for the most part, understand what is said to them, and be understood when they address others."

Additional testimony in this direction is found in the following extract from a letter written last June by Mr. Hagar, one of the principals of the Berkeley School. He says:

If it were not for the fact that we have become accustomed to seeing fine work done by the graduates of the Horace Mann School, it would seem to us *impossible* for children so afflicted to enter a class with hearing and speaking companions, and not only hold their own, but fairly lead the way. While I can partially understand how they succeed in your own school, it will never cease to be a mystery to me how they so readily read the lips of teachers who have had absolutely no training in such matters.

When ——— undertook the study of Latin and French last September, I confess that I anticipated trouble. How was she to get hold of the pronunciation? Well, she has done it! How, I don't know. But one member of her class has a better average, in studies, than ———'s, and that member has no language, while ——— does all that he does, and Latin and French in addition.

I find that, with the single exception of standing or sitting in such a position as to be seen readily by the children, the teacher is not inconvenienced at all.

Mr. James B. Taylor, one of the principals of the Berkeley School, writes as follows:

I am very glad to be able to report so very favorably in regard to both girls. Miss T. and Miss H. have both accomplished the first year's work in our high-school course with marked success, averaging between 75 and 95 per cent. on all examinations given to the class, 60 per cent. being the average required for promotion. They have had very little extra attention beyond some care as to position in recitation-room and careful delivery (enunciation) of questions to them when reciting. An occasional explanation has been necessary after school, or at some leisure period. It is always a pleasure to give such slight aid in return for their

faithful work and attention. It will always be a pleasure to further the education of deaf pupils so well prepared to receive it as we have found them.

Mr. M. Grant Daniell, of the Chauncy Hall School, writes:

The fact that K. went on with his class and was promoted with the others is in itself enough to show that he did very well indeed. The teachers, of course, took extra pains with him on account of his infirmity; but, really, I do not think they were obliged to give any more individual attention to him than to those whose only infirmity is stupidity. We all felt deeply interested in the experiment, and were very anxious to make a success of it, proving that the deaf, after receiving the admirable training that the Horace Mann School affords, may take their place by the side of hearing pupils and go on with them profitably. So far as this one case is concerned, I think there is every reason to be satisfied.

The following note from a former pupil gives personal testimony to the pleasure she derived from studying with hearing girls. One month after she entered the Horace Mann School she had a serious illness that prevented her attendance for more than a year. This and imperfect sight were great hindrances to one who had lost all hearing:

I became deaf at the age of eleven years, and started to go to the Horace Mann School in the latter part of November, 1881. I was able to understand quite readily from the lips when I entered the School, as my parents had been very particular that I should not be taught any signs. I went to the School until June, 1886, when I left, and in November of the same year I, with one of my sisters, went to a convent at Quebec, under the supervision of the teaching sisters belonging to the congregation of Notre Dame. From the first, I got along very well, being able to follow all the lessons with my class, and having no difficulty worth speaking of in understanding my teachers. Of course they were very careful as to where they stood, but otherwise I was exactly as one of the hearing girls. I took up the study of French simply for the purpose of reading it, though I was able to understand a little of it when it was spoken carefully to me. But I did not try to learn to speak the language, as my English studies were such that they took up all of my time. I contented myself with learning to read and write it. I did not have much trouble in understanding the girls, though sometimes I totally failed to get at the meaning of a sentence spoken by French-Canadians in mixed French and English, and had to ask some of my English friends to help me out.

My life at Bellevue, as the convent is called, was a very happy one, and I have found that it was of great value to me, as I was thrown with over a hundred different people, no two of which spoke alike. I graduated first of my class, all of whom were hearing girls, in 1889, and I had two gold medals.

Since leaving the convent she has corresponded in French with a Canadian schoolmate who had not learned English.

We have been much interested in the success of one of our pupils transferred to a private school in order that he might pursue higher studies there. One of his teachers recently described him as very intelligent and successful, quick in following the work of his class, and keeping abreast of all, and in advance of many studying with him. This is to be counted among the useful services of the Horace Mann School, as enabling those who leave it to carry forward their education on the same level with hearing students.

Three hundred and fifty-two pupils have been enrolled as members of this School. One hundred and four of that number are now (February, 1893) in attendance. Of the more than two hundred who are among the wage-earners of to-day, gratifying reports of success and happiness are frequently brought to the School. The following letter from the father of one of our former pupils illustrates what the School is accomplishing:

WALTHAM, *May* 26, 1889.

DEAR MISS FULLER: Agreeable to promise made by my wife, I am writing you a brief sketch of George's work since leaving your School last June. It has been very gratifying to his mother and myself, and I thought it might interest you. Some weeks after leaving school my son-in-law succeeded in getting him a chance (on trial) with Mr. S., a manufacturer of watch tools. On account of some legal point in his lease at the time, he had shut down his works, and would resume in September, at which time he would put George at work. Meanwhile, Mr. L., doing the same kind of business, had an order to fill on short notice for a quantity of tools, and sent to Mr. S. for a workman for a few days. Mr. S. told him, as he was not working, he had no one employed, but that George had been recommended to him as being naturally ingenious, perhaps he might be able to do the work required. Accordingly, Mr. L. set him to work; he told him his job would last four days, but he gave such satisfaction that he is still at work for him. After he had been at work some two months, Mr. S. came into Mr. L.'s shop, and noticing how skilfully George worked, he at once put in a claim for his services, as he had first been engaged to him. Mr. L. told him he might have any other hand in his employ, but he should keep George, and has done so. He gave him seventy-five cents per day until February 1, since which time he has given him one dollar per day, and says he will give him a further advance at the end of the year. Since that time the superintendent of the American Watch Company has offered to him a job as a finisher, a part of the work requiring the highest mechanical skill. So, from present prospects, we feel satisfied that, with health, he will be able to earn an honest living, and we feel very thankful, and consider that his success is due, in a great measure, to the judicious training he received while attending your School. We shall always feel grateful to you for his success, not

only so far as business is concerned, but for his habits, which are everything that parents would wish. Thanking you most sincerely for such results,

We remain, most gratefully yours,

D. L. FOSTER.

The following is a letter from a former pupil, who left the School several years ago, and who, therefore, can view its instruction and its influence in the retrospect:

Fifteen years of acquaintance with the Horace Mann School, from the inside and outside, both as pupil and observer, have given me a strong conviction of its need and its value.

In the first place, there has been a positive demand for it. Many deaf children would have had no instruction outside of home had there been no day-school within their reach. On account of reluctance to separation many parents are unwilling to send their deaf children away from home for their education. With my own parents this consideration had such weight that I had no school advantages until the opening of the Boston School. Two other schools which have grown out of this (at Providence and Portland) are the result of the efforts of parents to retain their deaf children under their care and protection.

It is universally admitted that a true education does not consist in the mere acquisition of knowledge. It should draw out all the powers, moral, intellectual, and physical, and give practical preparation for the duties of life. Judged by this test I do not find our School wanting. Take first the highest field—the moral. Here it is not so much the direct moral instruction, though that is regularly given, as the moral atmosphere which pervades the School. No untruth is allowed to pass unnoticed; no disobedience is unrebuked; no departure from what is pure and peaceable escapes careful attention. A single child may have a sad influence in any company of children; but in a day-school this can be largely circumscribed and corrected. The teachers are watchful of all wrong tendencies. Its best history must be invisible and unwritten; but the School has surely done much to build up strong, moral characters.

Much is said about the influence of the home on the child, but of the reflex influence, that of the child on the home, we do not so often hear. Yet are not many homes elevated and cheered by the daily return of the children from this School?

Looking at the second point—the intellectual—it seems to me that the fifteen years reveal a steady growth. There is need of flexibility, in both system and method, for deaf children, who cannot be cast in one mould any more than hearing children. In all teaching of the deaf, public or private, the unavoidable deficiency in language and power of expression is the great obstacle.

Of this, therefore, special recognition must be made, and in all estimates of their progress it must be considered. I take up the exercise of a deaf child, and it seems very imperfect in itself; but when I remember the point of almost total ignorance from which he started, and propor-

tion the advance to the difficulty, the work seems more worthy of praise than something far better which has cost the writer no effort. It so happens that I have had, as pupils, a girl of seventeen, all of whose education had been received at this school; and another, not deaf, who had been trained in a public school. Comparing them, I was surprised to find how nearly the degree of proficiency, and the mistakes made, corresponded in the two cases, showing that the deaf student must have been taught by a method as natural and progressive as the other.

To the physical improvement of the pupils there appear many obstacles. Shut up as they are in a narrow street, with no advantages for outdoor exercise, they cannot obtain light and air to the needed extent. And yet they do improve. The regularity; the varied occupations; the moments of in-door physical exercise; the surroundings always made as cheerful as possible; the hints constantly dropped on matters of health and politeness—all these, I can plainly see, are elevating the children, especially the poorer ones, as much as the moral and intellectual instruction.

There is one other point upon which I cannot speak too strongly. A day-school gives a special kind of training which neither the home nor the boarding institution can supply. I refer to the contact with people and things, secured out of school-hours, in the daily going back and forth. Strength and self-dependence are thus gained, which prepare the pupil for future tasks and trials. The great benefit of my own school life lay in this direction. On first entering school, I had absolutely no experience in business or shopping of any kind. Being timid and sensitive, I did not suppose myself capable of either. Watching others led me to feel that such effort was not impossible, and to my surprise and delight I found it unexpectedly easy.

I have found people very ready to give me needed assistance in business transactions, and a large number have too much delicacy to show that they notice my misfortune at all. Others notice it far too much, though with the kindest intentions. My experience leads to the conclusion that not only do the deaf need to be educated to enter society, but society needs to be educated to receive them. "It is not," said a deaf lady, "that I cannot understand people, but that they think I cannot, and so say nothing to me." There often lies the whole difficulty.

It is usually considered an evil for one class or age to be grouped together to the exclusion of all others. This is felt in orphan asylums, and in homes for aged people. In a day-school for the deaf this evil is rendered as small as possible, for it is only during a few hours of the day that they are isolated. At all other times they can meet and mingle with different classes and ages, and thus gain the broad and varied experience so necessary to all who woul become strong and self-contained men and women.

Miss ——— became totally deaf at eight years of age, and was instructed at home for several years, until this School was established. Under the home care she had retained her speech and understood that of her family. Through the systematic

training in lip-reading in the School for four years, and her constant practice since, she can read the speech of almost any one with great readiness:

DECEMBER 6, 1884.

MY DEAR MISS FULLER:

My conversation with you a few days ago has made me feel more strongly than ever how important it is that people generally should have correct views on the subject of deafness. It seems to me that the tendency is to magnify the misfortune.

I have been totally deaf for twenty-five years. I was able to speak, hear, and sing long enough to appreciate to the full what I had lost. My father's death and my mother's invalid condition have forced me into many positions which ladies generally would shrink from. I have felt keenly the loss of educational advantages. If any one knows what deafness is, I do. And yet, in the face of all this, I can say it is the very smallest trial I have

It has been my aim to act in the spirit of Henry Fawcett, a prominent Englishman, who became blind in boyhood. Long afterward he said: "I determined that my life should go on just as if I saw. Not a place pursuit, or even amusement has been given up." So I have tried, and am daily trying, to have my life go on just as though I heard. I attend church, go to concerts and lectures, and enter all kinds of society, just as others do. "But you cannot hear the music," says some one. Well, no matter; I can imagine it. I can see the performance, catch the inspiration of mingling with masses of people, and go home as much refreshed as any one. I have repeatedly asked people, who had heard every word of a sermon or lecture, to give me the substance of it. Not a thing could they remember! Pray tell me how much better off such people are than I am?

More than this, I believe firmly that my other senses are more acute, and that my mental faculties work more efficiently, than they would if I were not deaf. It is a natural law that power is never lost, never wasted; only changed in form. The power not expended in hearing may be used in other directions, if the individual so wills.

Then think of the intellectual world open to me. Think of the rich stores of literature, science, history, and art, which I can have by simply using my eyes and brain. Think of all this, and tell me, if you can, to be miserable!

I meet with some grand thought in my reading, and my brain takes fire. I show it to some hearing person supposed to be educated. Lo! it is nothing to him. It is "dry." Now, I do not say that the misfortune of hearing has anything to do with this want of appreciation, yet I cannot help thinking that absorption in the world of sound prevents the fullest enjoyment of the world of thought.

In most cases, when people meet a deaf person, his deafness is the one prominent point in their thoughts. "For pity's sake," I sometimes feel inclined to say, "do think of something else!" That person is deaf, it is true, but he probably has all the other senses: brain to think, heart to feel, skill to work. Do think of these things, and help him to make the

most of himself by putting all his strength into them. It is wonderful how a difficulty can be overcome by simply ignoring it.

The last three months have given me unusual opportunities for transacting business of all kinds. My feeling has been, however, not one of sorrow at the disadvantage of deafness, but one of surprise that it was really so slight a drawback. I have yet to see the least disposition to ridicule or to take advantage of my misfortune. The treatment I receive is uniformly courteous.

No; my deafness shall not keep me out of the world. I will take my place there and fill it just as well as I can.

Cordially yours,

———.

Among the many beneficent results directly traceable to the influence of the Horace Mann School is the establishment of similar schools in other cities. The pupils who formed the nucleus of the school in Portland, Maine, and the school in Providence, Rhode Island, had been taught in the Horace Mann School. The founding of the Sarah Fuller Home, an infant school for deaf children, and a recognition of the value and importance of its work, are largely due to an interest created by the Horace Mann School.

A temporary home for pupils too young to travel long distances daily was opened last year, and is supported in part by the State. It has been named The Louise Brooks Home, in memory of Mrs. Francis Brooks, who strongly urged its establishment.

Teachers, 1893.

Sarah Fuller,	Principal.
Ella C. Jordan,	Assistant Principal.
Kate D. Williams,	Assistant.
Mary F. Bigelow,	Assistant.
Sarah A. Jordan,	Assistant.
Elsa L. Hobart,	Assistant.
Florence E. Leadbetter,	Assistant.
Ida H. Adams,	Assistant.
Sally B. Tripp,	Assistant.
Kate F. Hobart,	Assistant.
Mabel E. Adams,	Assistant.
Mary M. Beale,	Assistant.
Martha F. French,	Teacher of Sewing.
Martha C. Kincaide,	Teacher of Type-setting.
J. H. Trybom,	Teacher of Sloyd.

ST. JOSEPH'S

INSTITUTE.

FORDHAM, (New York City,) ☆ ☆

BROOKLYN, N. Y.

☆ ☆ ☆ WEST CHESTER, N. Y.

West Chester:
Printed by the Pupils of St. Joseph's Institute.

ST. JOSEPH'S INSTITUTE.

St. Joseph's Institute for Improved Instruction of Deaf-Mutes consists of three separate schools, each of which has its own superintendent. It was incorporated in 1875, and is under the control of a board of lady managers.

The girls' department at Fordham (now New York City) is the original institution. It was founded in 1869. Its pupils now number ninety-seven. Of these, seventy-six belong to the oral and nineteen to the combined department. Miss Mary B. Morgan is the superintendent. Address of school: 772 E. 188th St., New York City.

The girls' department at Brooklyn was founded in 1874. Its present attendance is sixty-three. Fifty-four pupils are taught by the oral method and nine by the combined. Superintendent: Miss Margaret Cosgrove. Address of school: 113 Buffalo Ave., Brooklyn, N. Y.

The boys' department was founded in 1876. Present attendance,—one hundred and thirty-eight. The pupils of the oral department number one hundred; those of the combined, thirty-eight. Superintendent, Miss Celestine Schottmüller. Address of school: West Chester, Westchester Co., N. Y.

A brief history of the institution is here given:

In the fall of 1869 there was opened at Fordham, under the direction of Madame Victorine Boucher, a small private academy for young ladies. As time went on, it prospered to a certain extent, and was frequented by a select class of pupils, but it never attained any considerable proportions. Nevertheless, it is worthy of a place in the history of the institution, for, to the foundation of a school for

deaf-mutes, the proceeds of the little academy were entirely devoted.

A few months later, the first deaf-mute, a little fair haired German girl, was admitted, and others followed in quick succession.

The work was for a short time carried on in a rented dwelling, but, early in 1870, the frame house which still forms part of the institution buildings at Fordham was purchased, and to it the little family removed in the stormy month of March.

Many and great were the difficulties that beset the work during the next few years, and the devotedness and ingenuity of its promoters were taxed to the utmost. Pupils came in rapidly, but funds, alas, came slowly, and it was only by strict economy and unfailing industry that ends could be made to meet.

The expressman was seldom called upon in those days, and the conductors sometimes demurred at the size of the packages which frequently found their way into the street cars. Often might the venerable form of the foundress be seen bending with the weight of the heavy bundles she carried, to the no small merriment of the light hearted and lighter headed youths who loved to while away a leisure hour at the street corners.

In the spring of 1874, a branch house was opened in Brooklyn for the purpose of offering to the numerous deaf-mutes of that city the advantages of a day school.

As the house at Fordham was fast becoming overcrowded, several of the older girls were removed to the new school. Others, who had entered as day pupils, now asked to be admitted as boarders, and the house—a rented one--was filled to its utmost capacity.

A large and desirable residence on Henry Street was

about this time offered for sale, and through the kindness of personal friends, who generously advanced loans without interest, the Managers were enabled to make the purchase.

Up to this time, no public aid had been received, nor had the institution been the recipient of private charity other than that of the friends just mentioned. Its resources were drawn mainly from the little private academy attached to it, and from the board and tuition of a few paying pupils.

Through the exertions of several kind and influential gentlemen, prominent among whom were the Hon. Maurice J. Power of New York City, and the late John T. McGowan, a distinguished lawyer, an Act of the Legislature, passed 1875, authorized the institution to receive county pupils committed to it by the proper authorities; but it was not until two years later that this first blessing was crowned by another—the Act which placed the St. Joseph's Institute on the same footing with similar institutions, by authorizing it to receive State pupils.

No words can express the joy and gratitude with which the news of this event was received at the institution. The dark clouds of uncertainty which for years had hovered over it began at last to give way before the cheering prospects of a brighter day, and the dreary past was almost forgotten in bright anticipations of the future.

No provision had as yet been made for boys, although numbers had already applied for admission. The two houses at Fordham and Brooklyn were filling rapidly; besides, neither was suited to the accommodation of both boys and girls; so the managers rented a large, pleasant frame dwelling within ten minutes walk of the institution at Fordham.

The boys were not slow in coming, and the school opened in September, 1875, with six bright little fellows in

attendance. Before the close of the year their number had increased to forty—rather more than their building could well accommodate. Marshy grounds in the vicinity rendered the locality very unhealthful, and this, united to other disadvantages, made a change of residence absolutely necessary.

It was at first proposed to erect another building near the girls' house, but, just at this time, the attention of the managers was called to a magnificent property at Throgg's Neck, then in the possession of Chas. Lochran, Esq. The house was of brick and very large; appearing from its arrangements well adapted to the needs of an institution. Numerous out-buildings and spacious grounds combined to render it desirable and, though its distance from the railway station was felt to be a serious inconvenience, the purchase was at length effected, and the boys were soon comfortably settled in Oakland Cottage.

The year 1879 found the institution encumbered with a heavy load of debt. Repairs that promised to be costly demanded immediate attention, and, as the buildings in use had been originally intended for private families, a great many improvements were needed to fit them for school purposes.

The two years that followed were filled with cares and anxieties; but affairs soon began to assume a brighter aspect, and each succeeding year found the work steadily progressing.

The greater number of those engaged in it sought no remuneration, and the salaries thus unclaimed were devoted to the benefit of the institution.

The number of pupils increased rapidly, and the managers felt that they could no longer postpone the erection of suitable buildings.

The needs of the Fordham branch being the most

pressing were the first to receive attention. The building erected was neat and substantial, but not large enough to afford all the room required. It is intended as a wing to a future institution building, which is expected to stand on the site now graced by a beautiful statue of St. Joseph—the gift of a friend whose name we may not mention. This same generous friend has been the first to contribute towards a fund for the proposed building, by a donation of one thousand dollars.

Two years later, the accommodations of the boys' department at West Chester were increased by the erection of a large, five story brick building, very plain and unpretending in appearance, but affording the convenience and room required. Since then, however, there has been such an increase in the number of pupils, that even the "big brick house," as the boys call it, hardly suffices for present needs.

One of the most pressing wants of this department is a trades' building. At present, the various trades are carried on in small and inconvenient rooms, built for purposes widely different from those to which they are now put.

In the year 1883, the institution had a severe loss to sustain, in the person of its venerable and beloved President, Madam Victorine Boucher, whose life of unwearying zeal and charity was closed by a peaceful and lovely death. For thirteen years she had continued to direct and sustain the institution which she had founded, and for which she ever manifested the most disinterested affection.

In its small and feeble beginning, there were times when even the strongest hearts quailed before the clouds of adversity gathering so thickly round it, but, with that child-like trust in God which is never deceived, Madame Boucher bravely faced the difficulties which continued to present themselves, hoping even against hope, and cheering the

hearts of others by the unfailing courage of her own, until the mists of uncertainty melted away before the dawn of a more hopeful day. She lived to see the little mustard seed which her own hand had planted develop into a flourishing tree, then, laden with years and worn with cares, she passed through the deep shadows into eternal light.

We cannot pass over this period in the history of the institution without a brief notice of one—Mr. Daniel MacNamara, of Brooklyn—who continued a firm friend of the institution from the day on which he confided his little deaf daughter to its care until his lamented death, which occurred in 1885.

Mr. MacNamara's means were moderate, but, listening to the promptings of his own generous heart rather than to those of worldly prudence, he gave freely and abundantly, yet so quietly that it might be truly said of him, that his left hand knew not the doings of his right. God rewarded his charity even here below, for prosperity attended him in all his undertakings. He died universally regretted, leaving to his family a legacy more precious than gold—a name without reproach, and the memory of a life earnestly and sincerely Christian.

The needs of the branch house for girls in Brooklyn now began to claim attention. As at Fordham and West Chester, the number of pupils had greatly increased so that the building in use, though very comfortable and home-like, no longer afforded sufficient accommodations. The erection of tenement houses in its vicinity rendered the locality less desirable than at the time of its purchase; another drawback was the want of a sufficiently large playground.

In view of these disadvantages, the Managers deemed it their duty to look about for some more suitable site on which to erect a building better suited to the needs of the Institution. They were fortunate enough to secure a fine

piece of ground in a new and pleasant quarter of the city, and soon after began the the erection of the present handsome building.

As may be supposed, so many improvements within the short space of ten years, have taxed to the utmost the resources of the Institution. The indebtedness is at present heavy, but the Managers hope, with God's help, to be able to pay it off in time, and to make other improvements which shall add to the efficiency of their work.

The rapid increase of the Institution is a matter of astonishment to many of its friends. At no previous time have its pupils been so numerous,—the Girls' Department at Fordham counting, at present, ninety-seven; the branch of the same department at Brooklyn, fifty-nine; and the Boys' Department at West Chester, one hundred and thirty-eight. In all,—two hundred and ninety-eight.

The Institution aims to give its pupils every advantage offered by similar schools, and no boy or girl need leave its shelter without the education and industrial training necessary for gaining a respectable livelihood.

In the early days of the Institution, the Manual method was followed, but it was soon discarded for the Combined, which continued in use for several years, gradually approaching nearer and nearer to the Oral. Signs were used but little in most of the classes, especially in the younger ones, but they were not prohibited out of school hours.

In the summer of 1888, the President of the Institution, Madame Ernestine Nardin, accompanied by one of the Managers, visited the Model school for the Deaf, at Bordeaux, France. This school after making trial of the other methods, had finally discarded them and adopted the pure oral. At the time of the visit of which we speak, this method had already been in use for eight years, and the directors claimed that the results were far superior to those which

had previously been attained in the same school through the use of either of the other methods.

Beginning with the first year class, our visitors were shown through each class in succession, ending with that of the eighth year, and they returned to America convinced that the Pure Oral Method was well worthy of a fair and impartial trial. It was adopted in the fall of the same year, and its results after a four years' trial have surpassed our expectations.

One of its special requirements is an absolute separation of the young pupils from the older ones who already know the signs and use them freely.

This separation is strictly maintained. The pupils of the Oral Department now greatly outnumber those of the Combined. In the latter department there are now but sixty-eight pupils while the former counts two hundred and thirty.

The branches taught in the class rooms of the Institution are the same as those pursued in the common schools. Competent masters are employed for the various trades, and a small but well equipped printing department offers every facility for those desirous of learning type setting. A teacher of mechanical drawing and a teacher of woodworking have recently been added to the corps of instructors.

The girls are taught dressmaking, hand and machine sewing, and fancy needlework.

Little more remains to be said. The past and present of St. Joseph's Institute are marked by many blessings for which its friends humbly thank that kind Providence to whom they trustfully confide its future.



WEST VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND.

The West Virginia Schools for the Deaf and the Blind,

ROMNEY, WEST VIRGINIA,

1870–1893.

By C. H. HILL,

Principal of the Schools.

HISTORY
OF THE
WEST VIRGINIA SCHOOLS
FOR THE
DEAF AND THE BLIND.

West Virginia which was born into the sisterhood of States amid the throes of revolution, came out of the civil war without any public institutions. Provision was made for the education of her deaf and blind children in the schools of her sister states, Virginia and Ohio. This arrangement, however, was very ineffectual, as comparatively few availed themselves of its benefits. Early in 1869, the matter of establishing a school for the blind youth of the State began to be agitated. Prof. H. H. Johnson, now senior teacher in the Blind Department of this school, was largely instrumental in stirring up public sentiment on this subject. After correspondence with Gov. Wm. E. Stevenson, who had recently been inaugurated, and with full assurance of his sympathy and support, Mr. Johnson made a systematic canvass of the State, in the interest of the blind. Much good was thus done, in educating public opinion, and preparing the way for the legislation which soon followed. The next Winter, with the aid of a few educated blind persons, he gave an exhibition before the Legislature, and submitted a bill, providing for the establishment of a school for the Blind. This bill met with great favor in the Legislature, and finally passed that body, March 3rd 1870, but before it became a law, was amended so as to extend the benefits of the school to the Deaf and Dumb also. This accounts for the dual character of the school. It was adopted as an after thought, both as a humane and economic measure. The amount appropriated for the establishment and support of the school for one year was $8,000.00. Under the law, the Governor was empowered to appoint one person from each senatorial district of the State, to constitute collectively, a body corporate, to be known as the Board af Regents of the West Virginia Institution for the Deaf and Dumb, and Blind, with full powers to carry into effect the provisions of the bill. The first Board appointed was composed of the following members:—

Hon. Wm. G. Brown, President, – – – – Kingwood, Preston Co.
Rev. D. W. Fisher, – – – – – – – – – Wheeling, Ohio "
General D. N. Couch, – – – – – Concord Church, Mercer "
Rev. T. H. Trainer, – – – – – – – – Benwood, Marshall "
Rev. R. N. Pool, – – – – – – – – Clarksburg, Harrison "
Col. G. K. Leonard, – – – – – – – Parkersburg, Wood "
Hon. Henry Brannon, – – – – – – – – Weston, Lewis "
J. D. Baines Esq., – – – – – – – Charleston, Kanawha "
Maj. J. H. Bristor, – – – – – – – Martinsburg, Berkeley "
Prof. H. H. Johnson, – – – – – – – Moorefield, Hardy "
Capt. A. W. Mann, – – – – – Falling Springs, Greenbrier "

The number of members has since been reduced to seven, but the manner of appointment continues the same, the appointing power being in the hands of the Governor, and the time of service being concurrent with the gubernatorial term,

The various towns and cities of the State were invited to compete for the location of the Institution, the place making the best offer, being promised the prize. The Literary Society of Romney and citizens thereof proposed to donate to the State the buildings known as the "Romney Classical Institute," together with fifteen acres of land, provided the School should be established in their midst. This being the best proposition that was received, the Board of Regents, at an adjourned meeting in Parkersburg, on June 23rd 1870, unanimously decided to accept the offer, and locate the school at this point At a meeting of the Board held at Romney, July 20th 1870, H. H. Hollister, A. M., a teacher in the Ohio Institution, was elected Principal, and after certain repairs, and changes had been made in the old buildings, so as to adapt them to their new uses, the doors of the Institution were thrown open for the reception of pupils, on September 29th, 1870. The School was organized with thirty pupils, 25 mutes and 5 blind, and with three teachers, Miss Rosa R. Harris, and Mr. Holdridge Chidester in the Deaf, and Prof. H. H. Johnson in the Blind Department. The buildings were soon found inadequate to the wants of the School, and in his first report, Mr. Hollister recommended an appropriation of $20,000.00 for the addition of a wing, on each side of the main building, which would not only afford the room needed, but give an air of symmetry, and a fine external view to the whole structure. The Legislature responded liberally to the request, and under Mr. Hollister's wise supervision, these additions were made. The wings were built of brick, each 30 feet by 70, and three stories high, including the mansard. The whole building presents a front of 194 feet. The School continued to prosper under Mr. Hollister's able management for three years. On the first of October 1873, he resigned his position, with the view of entering the medical profession. The School, under his fostering care had grown, in three years, from 25 to 60 deaf pupils, and from 5 to 17 blind. Dr. S. R Lupton, who was physician to the Institution, was appointed temporary Principal, and on the 15th day of December 1873, at an adjourned meeting of the Board of Regents, held at the Institution in Romney, Mr. C. H. Hill, then a teacher in the Maryland School, at Frederick City, was chosen Principal. Inducements being offered him to remain in his old position, Mr. Hill declined the appointment. At a subsequent meeting of the Board, held January 5th 1874, Leveus Eddy Esq., a teacher in the Wisconsin School for the Deaf, was elected Principal. He came on immediately and took charge of affairs, but only held the position until the following July. On the 30th of that month, the Board of Regents elected to the principalship, Major John C. Covell, who had formerly been Principal of the Virginia School, at Staunton. Major Covell assumed control at once, and brought to the discharge of his

responsible duties, a sound judgment, ripe experience, and thorough familiarity with the peculiar methods of instruction, in this department of education. By his splendid executive ability, he greatly advanced the interests of the School, and extended its blessings to every quarter of the State. During his long and successful administration of 13 years, the buildings were considerally enlarged, steam, gas and water were introduced, and many other needed improvements were made. His death, which occurred on the 4th of June 1887, was a great loss to this School, as well as to the profession which he had so long adorned. Hon. H. B. Gilkeson, a prominent lawyer of Romney, and who had been Secretary of the Board of Regents, was appointed Major Covell's successor. He had had no special training for the work, but this deficiency was largely compensated for by a broad culture, and exceptionally fine business capacity. After filling the position for a year, and finding it not altogether congenial to his tastes, he decided to resign and resume the practice of law. Mr. Hill, who was then teaching in the North Carolina Institution, at Raleigh, was again called to the head of the School, and entered upon his duties, in September 1888. The first year of his incumbency, the maximum number of pupils present in both departments was 89, 55 Deaf, and 34 Blind. The School has steadily grown in the last four years, and now has 125 pupils in attendance, 90 Deaf, and 35 Blind, with prospect of increased numbers in the future. Large additions to the buildings have just been completed, which give ample accommodations for 175 or 200 pupils, and have been made, at a total cost to the State of $14,623. The whole number of deaf pupils in attendance, since the founding of the School, is 320, while in the blind department, during the same time, there have been 138. To make it harmonize more fully with modern usage, and to set forth more distinctively its scope, and purpose, the name of the Institution was changed some years ago, and its legal title is now: "The West Virginia Schools for the Deaf and the Blind." The buildings as they now stand are in the form of an H, consisting of two parallel structures, of uniform size, and appearance, joined at the centre, at which point in the rear building, is the general dining-room, on the first floor, the School-rooms, on the second, and the Chapel, on the third. There are halls and stairways, in each wing, communicating with these apartments, so that the boys and girls can enter them from opposite directions. The buildings are all of brick, and finished in the French style of architecture, with the exception of the Chapel roof, which is higher than the others, and is a plain, sloping roof, supported by a truss. In the ends are large dormitories, sitting-rooms, hospitals, &c., the boys occupying the north wings, and the girls the south. The front building is used exclusively by the Blind, and the rear, by the Deaf. The size of Chapel is 42x64 feet, with a pitch of 13 feet, and that of the general dining-room is 42x59 feet, and the height of ceiling 10 feet. Behind the main building, and connected with it by a covered way is another brick structure, 40x80 feet, in the basement of which are the Laundry and

Boiler-room, and in the upper story, the kitchen, store-rooms, and bakery. Just behind the rear north wing, stands a large three story brick building, 30x51 feet, in which the industrial classses are taught, and still further to to the rear, in the centre of the grounds, is a comfortable brick servants' house, 30x31 feet, and two stories high, containing six rooms. The governing body and official staff of the Schools, as at present organized is as follows:

Members of the Board of Regents:

John T. Peerce, President, – – – – – Burlington, Mineral Co.
W. S. Wiley, – – – – – – – – – New Martinsville, Wetzel "
J. E. Peck, – – – – – – – – – Nicholas C. H., Nicholas "
D. C. Casto, – – – – – – – – – – – Elizabeth, Wirt "
Dr. W. H. McClung, – – – – – – Meadow Bluff, Greenbrier "
A. L. Pugh, – – – – – – – – Capon Bridge, Hampshire "
J. R. Donehoo, – – – – – – – New Cumberland Hancock "

Secretary of Board:

J. J. Cornwell, – – – – – – – – – – – – – – Romney.

Physician:

Dr. R. W. Dailey, – – – – – – – – – – – – – Romney.

Officers and Teachers:

C. H. Hill, – – – – – – – – – – – – – – – – Principal.
N. B. Gutherie, – – – – – – – – – – – – – – – – – Clerk.

Deaf School:

E. L. Chapin, B. A., John A. Boland,
A. D. Hays, H. Chidester,
Miss M. H. Keller, Miss A. M. Grimm, Articulation.

Blind School:

H. H. Johnson, A. M., Mrs. L. W Ferguson.

Music:

R. E. McGee. Miss N. Lucas.

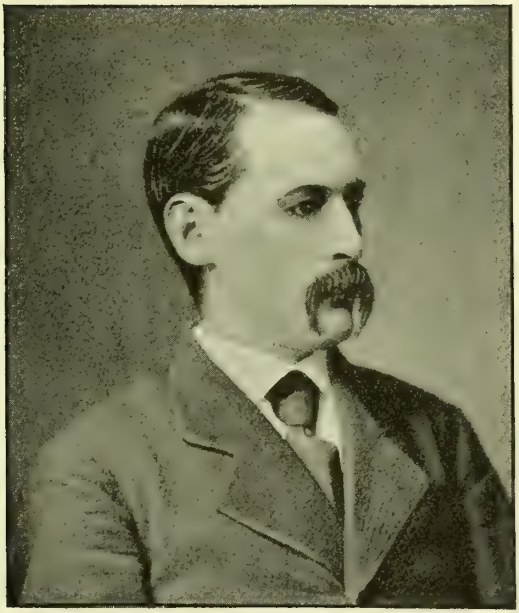
Domestic Department:

Miss Martha McClelland, – – – – – – Matron.
Mrs. S. E. Burke, – – – – – – – Governess.
H. White, – – – – – – – – – Watchman.

Industrial School:

M. Relihan, – Supervisor of Boys, and Foreman of Printing-office.
J. S. Seeders, – – – – – Foreman of Shoe-Shop.
R. H. Cookus, Engineer and Foreman of Broom and Mattress Shop.
W. C. Bierkamp, – – Foreman of Cabinet and Carpenter Shop.
Louis Meier, – – – – – – Foreman of Tailor-Shop.

The School term begins the second Wednesday in September, and continues forty weeks. The daily sessions last from 8 o'clock in the morning until one. In the afternoon, the pupils are employed in the industrial department, the boys in the shops, and the girls in the sewing-room,



C. H. HILL.

from 2 to half past 4 o'clock, in Winter, and from 2 to 5, in the Spring and early Fall. The system of instruction employed in the Deaf Department, is what is known as the combined method. In all of the classes but one, signs are used simply as means to an end. In the younger classes, objects, pictures, and actions are mainly relied upon to develop thought and cultivate the faculty of observation, while signs are employed merely as supplemental aids, by way of explanation. All the pupils are encouraged to use connected language by finger spelling and writing as soon, and as much as possible. In teaching articulation, the former plan was to send into the articulating room, at stated times during the day, sections from the sign classes, giving each section, from one half to an hour's instruction each day. For over a year, however, this plan has been discontinued, and a distinctly oral class has been organized, which the articulating teacher keeps all the time. This method is regarded, on the whole, as more desirable, producing less friction, and being a better test of the merits of articulation, than the former fragmentary system of instruction. Pupils are admitted between the ages of eight and twenty-five years. The term of pupilage is five years, with such extention, in deserving cases, as the Board, on the recommendation of the Principal, may see fit to grant. It practically gives, to all worthy pupils, eight or ten years of schooling, which is none too long to accomplish anything like satisfactory results. In the majority of cases, the scope of the work attempted, is limited to an ordinary common school education, and at the same time an effort is made to impart such skill in handicraft, as will make them self-supporting after leaving School. The Schools have thus far been most liberally supported by the State. The appropriation for some years has been $25,000.00 per annum, for current expenses, besides $1,000.00 annually to cover the cost of transportation of indigent pupils. In addition to this, the law provides that clothing shall be supplied to all needy children, to an amount not exceeding $40.00 per year, and charged to the counties from which they come. The money necessary for this purpose is drawn from the current expense appropriation, but this fund is afterward re-imbursed by remittances from the counties. With competent and skilled teachers, comfortable buildings, a healthful climate, good medical attendance, and the generous support of the State, the future of the School is bright with promise, if only the large number within the borders of the Commonwealth, who have not availed themselves of its benefits, can be brought under its ameliorating influence.

The Oregon School for the Education of Deaf-Mutes,

SALEM, OREGON,

1870-1893.

By BENJAMIN IRVING,

Superintendent of the School.

THE OREGON SCHOOL FOR THE EDUCATION OF DEAF-MUTES.

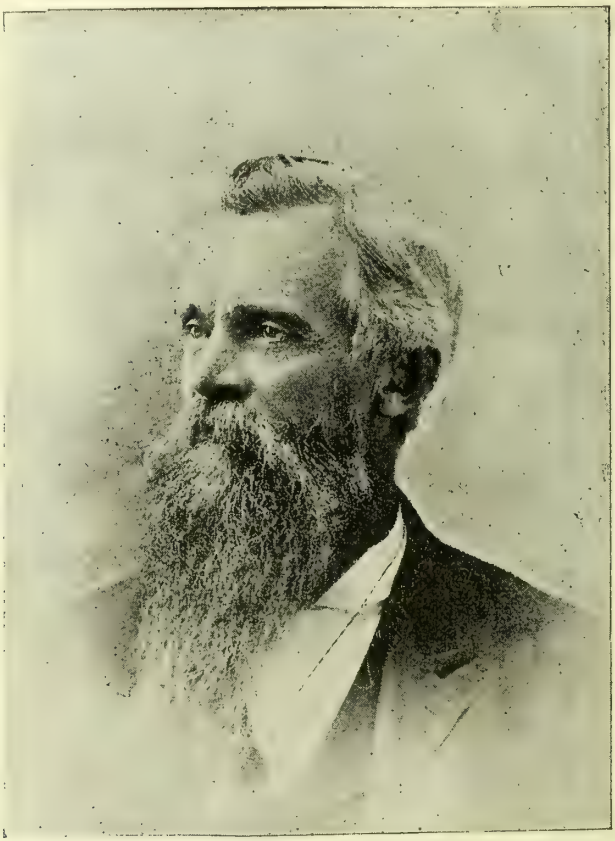
The Oregon School for the Education of Deaf-Mutes owed its inception to the efforts of William S. Smith, a deaf-mute educated in the New York Institution. Several philanthropic individuals raised the means to inaugurate the work in 1870. In the same year the legislature passed a joint resolution recognizing the School and placing it under the charge of a board consisting of the Governor, Secretary of State, and State Treasurer. A sum of four thousand dollars was appropriated for the support of the School for the ensuing two years.

An old building in North Salem, known as the "Island House," was rented, and the School was opened about December 1, 1870. William S. Smith was appointed teacher and the first term continued until June, 1871, the whole number of pupils enrolled being ten. In September, 1871, the School reopened with twelve pupils and continued in session until April, 1872, when want of funds compelled suspension. The legislature of 1872 voted eight thousand dollars to maintain the School the next two years. Rev. P. S. Knight, who had taken a warm interest in the work from its commencement, was appointed a teacher in addition to Wm. S. Smith, and by the close of the session of 1873–4 there was a total enrollment of thirty-one, though not more than twenty had ever been present at one time.

In September of 1873 the School was removed to the building formerly occupied by the Sisters' School, known as the "Academy of the Sacred Heart," corner of Chemeketa and Church streets, Salem. In 1874 the School was placed under the control of the State Board of Education, consisting of the Governor, Secretary of State, and Superintendent of Public Instruction, and an appropriation of $10,000 was made for its support during the next two years. The law provided that tuition and board should be free to residents of the State whose parents were unable to pay, and that non-residents should be charged $250 a year. Rev. P. S. Knight was appointed principal of the School; Wm. S. Smith, teacher, and J. H. La Rue, assistant.

In the autumn of 1875 the School was seriously interrupted by a scourge of typhoid fever, and in the autumn of 1876 by a visitation of diphtheria, one death occurring from the latter disease.

Mr. Smith retired in March, 1876, and Mr. La Rue in December of same year.



REV. P. S. KNIGHT.

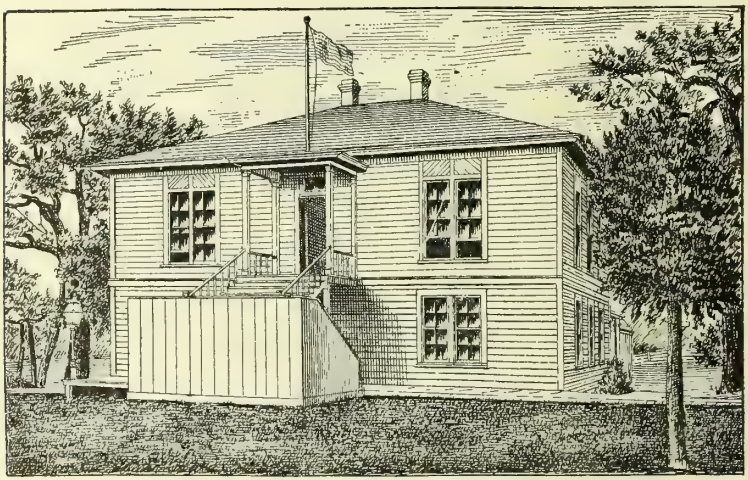
October 21, 1876, a new act was passed appropriating $12,000 for the next two years and providing that tuition and board should be free to residents of the State, but that parents should supply books, clothing, and bedding. The State Board of Education was again given control of the School. A deficiency appropriation of $253 was also made. Mrs. P. S. Knight became assistant teacher January 1, 1877. The total

number of pupils present in 1876–7 was twenty-seven. Mr. L. C. Tuck and Mrs. Tuck were appointed teachers in September, 1877, and Mrs. P. S. Knight was appointed teacher of drawing. In 1878 a deficiency appropriation of $180 was made, and $10,000 were appropriated for the Mute School and Blind School combined. Rev. P. S. Knight resigned the position as principal in 1878, and after the close of the term in 1879 Mr. and Mrs. L. C. Tuck resigned their positions as teachers. During the session of 1877–8 the whole number of pupils enrolled was twenty-seven; the largest number present at one time was twenty-five, and the average attendance twenty. In the term 1878–9, the total number was twenty-three; highest attendance twenty-two; average attendance fifteen.

After a suspension of eight months there came a turning point in the history of the School. In 1880 an act was passed providing that the School be governed by a board of nine directors, six of whom should originally be appointed by the Governor, and three by the Society to Promote the Education of Deaf-Mutes. The board was made self-perpetuating by being given the power to fill vacancies. Thus this institution was taken out of politics entirely, and has ever since been governed on strictly non-partisan and business principles.

Rev. P. S. Knight was reappointed principal in February, 1880, and it was then found necessary to take the work in hand *de novo*. Buildings had to be rented and, to a great extent, newly furnished, as much of the old stock was worn out and unfit for use. A building at the south end of Church street was finally obtained at a rent of $15 per month. In addition to this a block of land near by was rented for garden purposes. Mr. Wm. S. Smith was employed as teacher, and as it was impossible for the principal to devote much of his time to the actual work of teaching, on account of his other duties as superintendent, Mrs. P. S. Knight taught the higher classes regularly, without compensation, till the close of the term. Henry Failing, Esq., of Portland, donated two lots to the School, and J. H. Albert, Esq., also donated two fractional lots adjoining. Both gentlemen were members of the board of directors. A frame building was erected, which, with the lots above mentioned, constituted the first real estate ever owned by the institution. The average attendance during the biennial period 1880–82 was twenty-six, seven of the pupils being admitted from Washington Territory.

Miss Nellie E. Taylor was appointed a teacher in January, 1881, and taught till May, 1883. Mrs. W. P. Scott was employed as teacher for a short period at the beginning of the session 1883–4. Through the efforts of Rev. P. S. Knight, superintendent, subscriptions amounting to nearly two thousand dollars were received and applied to the purchase of adjoining lots and the erection of a school building sufficient for the accommodation of thirty pupils. On the 1st of October, 1884, Mr. W. D. McFarland, of Baltimore, was placed in charge

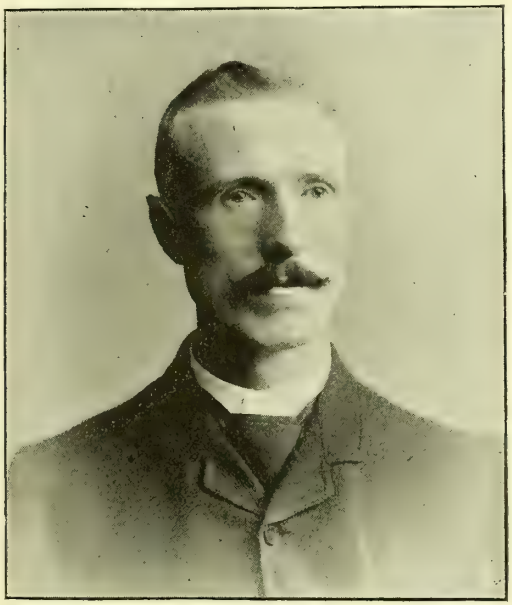


SCHOOL BUILDING.

of a higher class and remained a teacher in this School till May, 1885. In October, 1885, Miss Henrietta Woodmas, of Minnesota, was appointed senior teacher. In May, 1886, Mr. Wm. S. Smith left the School, in which he had been a teacher almost continuously since its inception. Miss Florence Crandall, from California, took charge of the primary department in September, 1886, relinquished the work at the half term, and was succeeded by Mr. J. E. Lyon. Miss Crandall and Mr. Lyon both left the School in May, 1887. Next term (1887–8) the teachers were Mr. I. H. Coleman, a semi-mute and graduate of the National College, and Miss Elizabeth D. Kelsey, an experienced public school teacher.

In October, 1888, Mr. Coleman accepted a position in the South Carolina School, and was succeeded by Mr. Benjamin Irving, who had been five years a teacher in Donaldson's

Hospital, Edinburgh, one of the best schools for the deaf in Great Britain. Miss Kelsey retired in May, 1889, and Mr. Irving was then asked to take a general supervision of the school-room department and direct the studies of all the classes. Miss Lizzie Early and Mr. Glenn Pierson, both deaf-mutes, and former pupils of the School, were appointed assistant teachers. System was introduced in the work of the School and, for the first time in its history, three years elapsed without any change in the teaching staff. The result was a general improvement in the educational acquirements of the



BENJAMIN IRVING.

pupils. The average attendance in the same period also increased from 22 to 36.

Superintendent Knight in 1888 inaugurated an industrial department by establishing a broom-shop and a printing office. A school paper, "The Sign," was issued at first monthly, then bi-weekly, and for the past two years, as now, weekly.

Rev. P. S. Knight, in August, 1892, resigned his position as superintendent of the institution, after twenty-two years of untiring labor and self-sacrifice on behalf of the deaf-mute

children of the State of Oregon. Mrs. Knight also resigned her position as matron, and, at the request of the board of directors, Mr. Benjamin Irving, the principal teacher, assumed the duties of superintendent. Miss Winnie Emerson, a graduate of the Iowa School for the Deaf, was appointed teacher in room of Mr. Glenn Pierson, resigned, and Mr. Joseph B. Early was appointed as an additional teacher December 1, 1892.

The officers and officials connected with the institution are as follows:

Board of Visitors.

SYLVESTER PENNOYER, ... *Governor.*
GEORGE W. MCBRIDE, ... *Secretary of State.*
E. B. MCELROY, . *Superintendent of Public Instruction.*

Board of Directors.

J. H. ALBERT, C. B. BELLINGER,
WERNER BREYMAN, WILLIAM M. LADD,
GEORGE H. BURNETT, J. I. THOMPSON,
HENRY FAILING, J. B. STUMP,
J. C. THOMPSON.

Officers of the Board.

WERNER BREYMAN, ... *President.*
J. C. THOMPSON, ... *Secretary.*
HENRY FAILING, ... *Treasurer.*

Executive Committee.

J. I. THOMPSON, J. H. ALBERT.
J. B. STUMP.

Officers of the School.

BENJAMIN IRVING, ... *Superintendent.*
JOSEPH B. EARLY, }
LIZZIE EARLY, } . . . . . *Teachers.*
WINNIE EMERSON, }
EMILY STAIGER, ... *Matron.*
J. D. BROWER, ... *Printer.*
SAMUEL D. BAXTER, ... *Boys' Supervisor.*

The number of pupils in attendance January 1, 1893, was 39. All of the pupils receive instruction by means of signs, the manual alphabet, and largely by writing. The superin-

tendent gives instruction in articulation to seventeen of the pupils.

The board of directors, all active business men, find that the institution has somewhat outgrown their ability to manage it properly. They have no remuneration whatever for their services, and they are inclined to the opinion that the State would provide the School with more liberal appropriations and the adequate outfit, now lacking, if the institution were directly under State control. The directors propose, therefore, to hand the School and its property over to the State, and a bill is before the Oregon legislature, now in session, to provide for the management of the School by the State Board of Education, and to appropriate $50,000 for the purchase of a new site and the erection of suitable buildings. The State appropriations for the maintenance of the School under existing law have been as follows: 1880, $8,000; 1882, $8,000; 1885, $12,000; 1887, $13,700; 1889, $16,000; 1891, $18,000.

The Maryland School for the Colored Blind and Deaf,

BALTIMORE, MARYLAND,

1872–1893.

By F. D. MORRISON, M. A.,

Superintendent of the School.

THE MARYLAND SCHOOL FOR THE COLORED BLIND AND DEAF.

In 1872 application was made to the State legislature by the boards of directors of the Maryland School for the Blind and the Maryland School for the Deaf for an appropriation to enable them to establish a school for the deaf and blind colored children of the State. Liberal provision had been made by the State and the city of Baltimore for colored schools, in which those who possessed sight and hearing were receiving instruction, but no provision had been made for the deaf and the blind; and it was thought best by those having charge of this work that a separate school should be established for the colored children. A joint committee of six trustees, three from the board of directors of the Maryland School for the

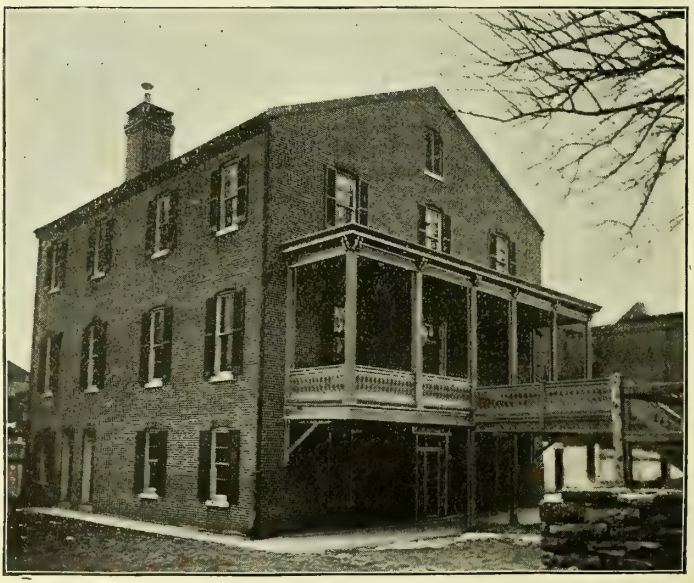


MAIN BUILDING, MARYLAND SCHOOL FOR THE COLORED BLIND AND DEAF.

Blind, and three from the board of directors of the Maryland School for the Deaf, was appointed to take charge of this branch of the work. The legislature promptly responded to the appeal for aid by making a liberal appropriation, and the

committee entrusted the organization of the School to Mr. F. D. Morrison, Superintendent of the Maryland School for the Blind, who opened it in October, 1872, at 92 South Broadway, Baltimore, on the property purchased for that purpose. The Rev. Samuel Adams was appointed teacher of the deaf, Mr. Louis D. Zumstein teacher of the blind, and Mrs. E. M. Jenison matron. In 1873 the School met with a great loss in the death of Mr. Adams, its principal teacher, who had become deeply interested in its success, and had rendered most valuable assistance in its organization.

The School continued to grow in usefulness. In 1879 it had thirty-four pupils—sixteen deaf and eighteen blind. In this year some dissatisfaction was manifested at the location of the institution, and the trustees decided to dispose of the Broadway property, and purchased the property 649 West Saratoga street, which is now occupied by the School. This property contains about 29,000 square feet; the main residence building is occupied by the office, reception-room, dining, sewing, and music rooms, and dormitories for the girls; the school-building, which is separate, contains the school-room, library, and dormitories for the boys. There is a shop building and the principal's residence on the

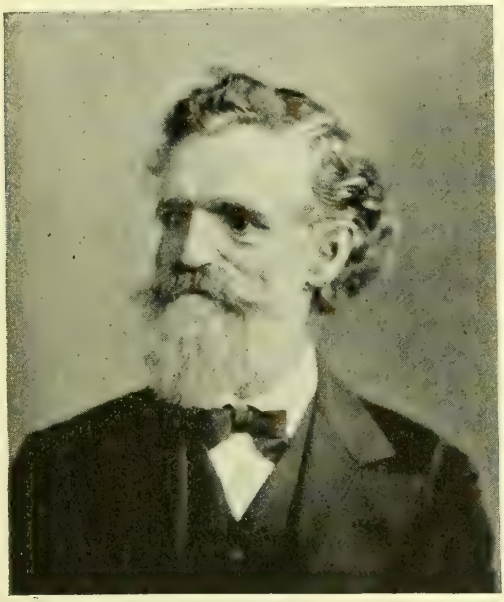


SCHOOL BUILDING, MARYLAND SCHOOL FOR THE COLORED BLIND AND DEAF.

grounds. The buildings are ample for all the requirements of the institution ; the school-rooms are convenient and neatly furnished. The course of instruction is the same as that pursued in similar schools for white children. The School has not increased as rapidly as was expected. During the past year there were forty-one pupils under instruction. The State has supported the institution so liberally that it has never been cramped for want of means to carry on its work properly.

Mr. D. Edward Stauffer, Jr., is the resident principal.

No history of this School would be complete without some reference to the long and valuable services of the late Mr. James S. Wells, who, for twelve years, was the principal teacher of the deaf pupils. In the death of Mr. Wells, which occurred



JAMES S. WELLS.

in 1891, the School lost a teacher whose services and example were invaluable. A deaf-mute from birth, he not only acquired an education by his industry and intelligence, but he possessed the rare faculty of imparting instruction, while at the same time he won the respect and admiration of his pupils by his kindly and blameless Christian life, and was a living inspiration to them.

The present officers of the Deaf-Mute Department of the School are:

Superintendent.

F. D. Morrison, M. A.

Resident Principal.

D. Edward Stauffer, Jr.

Teacher.

Daniel P. Moylan.

Teachers of Handicraft.

Miss Helen K. Palmer, George W. Conner.

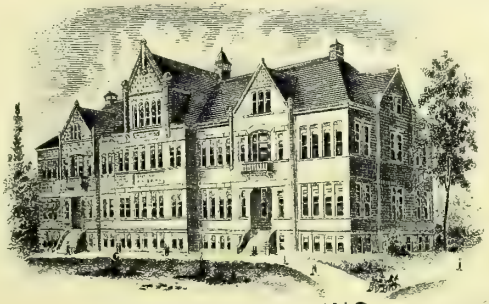
Matron.

Mrs. Mary A. Taylor.

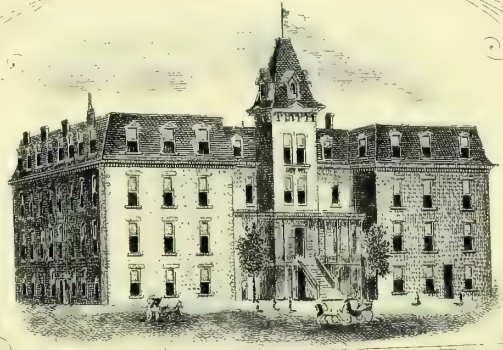
Physician.

H. Boyd Wylie, M. D.

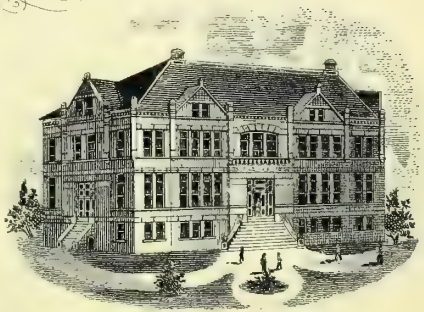
Colorado School for the Deaf and the Blind.



SCHOOL BUILDING.



MAIN BUILDING.



GIRLS' HALL.

PIONEER LITHO CO. DENVER

Colorado Springs, Colo.

A BRIEF

HISTORICAL SKETCH

AND

HAND BOOK

OF THE

COLORADO SCHOOL

FOR

THE DEAF

AND

THE BLIND;

From its inception to March 1st, 1893.

Compiled by
John E. Ray, D. C. Dudley and G. W. Veditz.

Printed at the Colorado School for the Deaf and the Blind,
Colorado Springs, Colorado.
1893.

BOARD OF TRUSTEES:

HON. DANIEL HAWKS, President, Greeley.
HON. J. F. HUMPHREY, Secretary, Colo. Springs.
HON. A. L. LAWTON, Colorado Springs.
HON. JOSEPH A. DAVIS, Westcliffe.
COL. HENRY BOWMAN, Idaho Springs.

—o—

JOHN E. RAY, A. M.,.....Superintendent.

TEACHERS:

Deaf Department.
D. C. DUDLEY, A. M.
G. W. VEDITZ, A. M.
J. A. TILLINGHAST, A. M.
E. C. CAMPBELL.
MISS TILLIE GARMAN.

Articulation.
MISS ADA R. KING.
MISS P. E. BURCHARD.

Blind Department.
F. H. MANNING, A. M.
MISS MARY P. WRIGHT.
MISS JESSIE BAKER.

Music Department.
MISS MARIE E. CHURCHMAN.

Kindergarten Dep't.
MISS M. H. TAYLOR.

—o—

INDUSTRIAL DEPARTMENT:

For the Deaf.
H. M. HARBERT, Printing.
SAMUEL GALE, Carpentry.
MISS KATE CREE, Needle-work and Fancy-work.

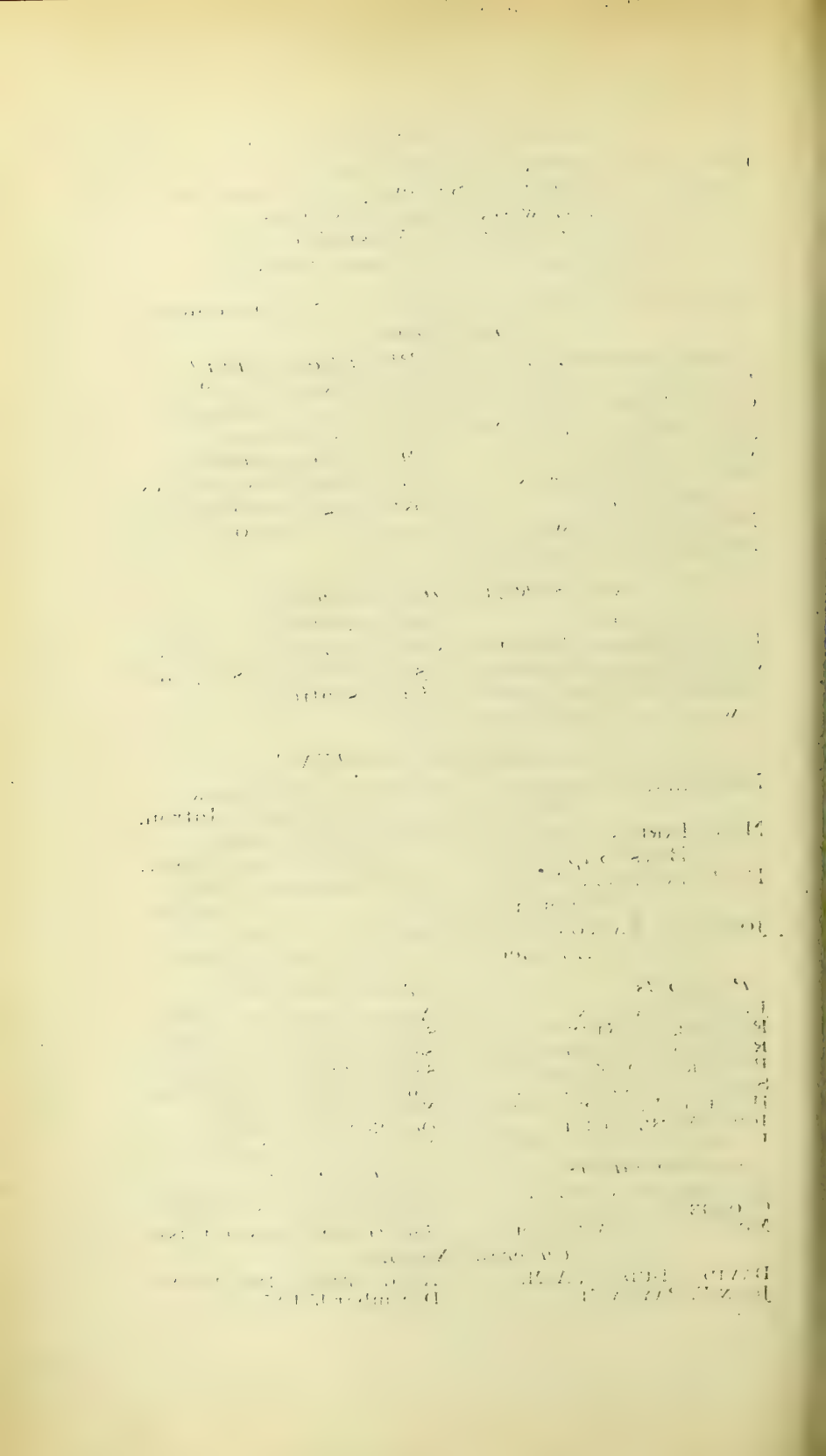
For the Blind.
W. J. HERITAGE, Broom-shop, Mattress-shop and Cane-seating.

—o—

DOMESTIC DEPARTMENT:

MRS. LENA B. ELDER, Matron.
MRS. MARY F. MILLER, Assistant Matron.
MRS. MARIAN TAYLOR, Boys' Supervisor.
MISS HATTIE SWILER, Girls' Supervisor.
B. P. ANDERSON, M. D., Physician.
S. W. MORRISON, M. D., Oculist.
JOHN W. TAYLOR, Engineer.
MISS EDITH ELDER, Clerk and Attendant.

Principals:	*Terms of Office:*
JAMES P. RALSTIN,.....	April 8, 1874, to June, 1880.
ROSWELL H. KINNEY,.....	Sept. 1, 1880, to June, 1881.
ROBERT P. MCGREGOR,.....	Sept. 1, 1881, to June 13, 1882.
PENDER W. DOWNING,.....	Sept. 12. 1882, to June 13, 1883.
SIMON T. WALKER,.....	Aug. 13, 1883, to Nov. 13, 1883.
HUGH M. HARBERT, (Acting)..	Nov. 13 to Dec. 15, 1883.
JOHN W. BLATTNER,.....	Dec. 15, 1883, to Nov. 18, 1884.
DAVID C. DUDLEY, A. M.,.....	Nov. 18, 1884, to April 1, 1885.
Superintendents:	*Term of Office:*
JONATHAN R. KENNEDY,.....	April 8, 1874, to Aug. 13, 1883.
GEORGE FAILOR,.....	Aug. 13, 1883, to Feb. 19, 1884.
MRS. ANNA O. WHITCOMB,....	Feb. 29, 1884, to April 1, 1885.
Under the New Law:	
DAVID C. DUDLEY, A. M.,.....	April 1, 1885, to Dec. 15, 1887.
JOHN E. RAY, A. M.,.....	December 15, 1887.....



A BRIEF HISTORICAL SKETCH

OF THE

COLORADO SCHOOL FOR THE DEAF AND THE BLIND.

The Colorado School for the Deaf, to which was subsequently added a department for the blind, was organized in the territorial days of the Silver State, during the spring of 1874.

The founder of the school, Jonathan R. Kennedy, came to Colorado from Kansas in 1873, and located with his family in Denver. His interest in the deaf was peculiar, for besides having been for a long term of years steward of the Kansas School for the Deaf, at Olathe, Kansas, he had three children of his own afflicted with deafness. He was therefore in a position not only to realize the great need of a special school for the deaf, but also to bring a rich fund of experience and an intimate knowledge of the character and necessities of such a school into the field when it came to securing friends and convincing the sceptical that such a school could and should be established.

The first person whose sympathies he enlisted in the cause was Dr. Richard G. Buckingham, one of the most prominent citizens and a leading physician of Denver and a member of the Legislature. Hon. E. M. McCook, Governor of the Territory, was also won over, and the leading members of the Legislature, the tenth, then in session, were soon convinced of the humanity and practicability of the scheme, Mr. Kennedy exhibiting the attainments of

his own children who had had several years' instruction at the Kansas School, and the striking and painful contrast shown in the mental darkness and helplessness of two or three uneducated deaf children whom he also presented before the legislature. Under such favorable auspices the work was easy. Hardly a voice was heard in opposition when the bill creating the school under the title of the "Colorado Institute for the Education of Mutes," with an appropriation of five thousand dollars and authorizing a special tax of one-fifth of one mill to be levied annually for its support, came up for discussion.

The bill provided for a Board of Trustees to consist of seven members, and the following gentlemen were appointed by the Governor, and duly qualified as prescribed by law: Dr. R. G. Buckingham, of Denver, Matt France, J. S. Wolfe and A. Z. Sheldon, of Colorado Springs, Wilbur F. Stone, of Pueblo, James P. Maxwell, of Boulder, and Joseph A. Thatcher, of Central. The Board thus constituted, held a meeting on the 3rd of March, 1874, at which all were present but Messrs. Maxwell and Thatcher, and organized by electing Dr. Buckingham, President, Mr. Sheldon, Secretary and Mr. Wolfe, Treasurer. A set of by-laws and regulations for the new school was proposed and adopted, and Messrs. France, Wolfe and Sheldon appointed an Executive Committee. At a meeting of the Board on the following day, Mr. James P. Ralstin, a teacher of some experience in the Kansas School, was elected Principal, while for the positions of Steward and Matron the choice naturally fell upon Mr. J. R. Kennedy and his wife, Mrs. Mary E. Kennedy.

Colorado Springs had been fixed upon as the site for the new school, and at the first meeting of the Board the Colorado Springs Land Company submitted an offer to donate a tract of ten acres of land forming a gentle eminence just east of the city, provided the buildings for the school should be erected thereon. This generous offer was accepted. The

same company about ten years later added three acres to its original gift, and again in 1888 a strip of about one and a half acres along Pike's Peak avenue. There is but one thing to be regretted in this connection, and that is that the School, during its earlier days, when available land was cheap and plentiful, did not increase its holdings by purchase or otherwise. As it is, this space of about fifteen acres is becoming from year to year more and more inadequate to the growing needs of the School, there being practically no proper play-ground for the children of either sex.

Meanwhile, and pending the erection of suitable buildings on the site thus acquired, a modest frame house on Cucharas street was secured, and here, on the 8th of April, 1874, almost exactly fifty-seven years after the founding of the first American School for the Deaf, that at Hartford, Conn., the school was formally opened. The building was burned down several years ago, and a two-story brick house used as a steam laundry occupies the site. Few on contemplating the present magnificent equipment of the School in buildings and appliances would dream that it sprang from such humble beginnings.

The little school during the first week of its existence numbered seven pupils, though in the course of the year six more were added. The first names entered on the records are those of M. S. Kennedy, E. A. Kennedy and O. H. J. Kennedy, children of the Steward; William and James Webb, of Central City; John C. Simmons of Golden, and Mary E. Walker of Nevada, Gilpin County. Here, then, and through these children the people of Colorado were to receive the first practical demonstration that deafness was by no means a synonym for imbecility, and that deaf children differed in no wise from hearing children save in the circumstance that having the usual channels of communication and knowledge closed to them, their minds had but slowly and imperfectly unfolded and that all that

was required to awaken their dormant powers was the application of proper methods by skilled and experienced hands.

The frame building on Cucharas street was occupied for nearly two years at a monthly rent of fifty dollars, but recognizing its total unfitness for the purposes of the School, and the necessity of taking steps to permanently secure the land donated by the Colorado Springs Company, the Board at a meeting held April 7th, 1875, empowered the Executive Committee to take steps toward the erection of a suitable building not to cost more than five thousand dollars, and instructed the committee to negotiate a loan of this amount. The main, or middle, structure of our present administration building was the outcome. It is of white sandstone, with red sandstone trimmings, and its plain but substantial structure gave the cue to the architecture of subsequent additions to our equipment in buildings, all with the exception of the boiler-house, main building annex, and hospital cottage being solidly built of stone.

The School was removed to its new quarters with appropriate ceremonies and rejoicings early in 1876, and was thus able to hail the Centennial of the Republic and the admission of Colorado to the sisterhood of states securely housed and well-equipped.

In 1879 the Legislature made a special appropriation of $5,500 for the erection of the south wing of the administration building and two years later another of $20,000 for the north wing, furnaces and other needed improvements. In 1883 a laundry and a barn built of stone were added to the list of buildings. In 1889 the Legislature appropriated $80,000 for a new school building, boiler house and annex to the main building. The Eighth Legislature recognizing the pressing need for increased room voted $31,500 for a girls' hall, hospital cottage and other improvements all of which are now accomplished facts. At this writing there is a bill pending asking for an appropriation of $40,000 for an industrial building

with the necessary power and machinery, a gymnasium; an electric light plant; a superintendent's cottage; a fully equipped bakery; necessary school appliances; books for the library and other additions and improvements demanded by the exigencies of the hour. The total value of the present buildings and grounds is $195,894.

All the buildings are heated by steam and lighted by electricity throughout, and the most improved and advanced labor and time saving appliances and devices that characterize progressive institutions of the kind are employed.

As may be readily guessed, this growth in equipment and material resourses was but the direct result of the internal expansion of the school in the number of pupils and teachers, the enrollment of the former increasing from thirteen during the first school year to ninety-six deaf and fifty four blind during the session of 1891–92, while the register of officers and teachers grew from three during the first year to twenty-two at present. By far the greatest and most rapid development has been during the six years covering the administration of the present superintendent, Mr. J. E. Ray, and if the same rate of progress is maintained in the future, Colorado will have a school for the deaf and the blind unsurpassed in efficiency and resources either in this country or abroad. Both the state in its legislative functions, and the people in their willingness to extend moral support, manifest the most cordial disposition to grant the aid indispensable to this progress, and we trust the future historian of the School will have only sn unbroken period of prosperity to chronicle.

Meanwhile the growing number of pupils, which had already increased to twenty, necessitated the employment of an assistant to the Principal in his school-room labors, and Mr. Oliver J. Kennedy, a son of the steward, was appointed in January, 1875. Miss Nellie Blake was elected assistant matron at the same time. Industrial education in the school also dates from this period. Some of the boys had

in their possession a few old fonts of type and some generous friends having presented them with a small printing press, they amused themselves in printing from time to time a diminutive paper that, like its more ambitious kindred of a larger growth, endeavored to reflect the spirit of the times and of the sphere in which it moved. But this jest of an idle hour soon pointed the way to more earnest and profitable employment, and printing was made a regular trade with Mr. O. J. Kennedy as teacher. The first number of the *Index* was issued on the 31st of January, 1875, and the paper has been a regular feature of our school work until the present day, at the same time proving a potent factor in bringing the school and its methods and aims to the notice of the public throughout the state. Mr. Kennedy retained editorial charge of the paper and supervision of the office until December, 1878, when he was succeeded by Mr. H. M. Harbert in both capacities. Mr. Harbert continued as editor until October, 1888, when he was succeeded by Mr. G. W. Veditz, who retired in December, 1891, Mr. Harbert again assuming control. Quite a number of boys who have graduated from the *Index* office and have long since come to man's estate, are making a living for themselves and families by this trade, and there is every indication that it will prove a like boon to many more in the future. Besides the *Index* and the maintenance of a well-equipped job department, various pamphlets and booklets have been issued from the office, the most ambitious of these being the report of the Proceedings of the Seventh Conference of Superintendents and Principals, held at the School in the summer of 1892, and which is now in press.

No further addition to the list of trades taught was made until November, 1883, when Mr. Fred Ege was employed to give instruction in wood-carving and joiner work. Mr. Ege remained in charge until the following June, and it was more than a year before a successor was appointed in the person of

Mr. Samuel Gale. Under Mr. Gale's efficient tuition several of the boys have developed into first-class mechanics, and some of the choicest specimens of cabinet and joiner work in the school are the product of their skill, notably the beautiful wood-work in the new school building.

Baking was added to the industrial curriculum in the fall of 1891. At first intended solely for the girls, it was at the beginning of the present session assigned to the boys, a class of six under the supervision of Miss Sarah Armstrong making all the bread, cakes and pastry consumed by our household.

These three trades, printing, carpentry and baking, are at present the only ones taught the deaf boys, but the introduction of shoemaking and possibly harness-making is contemplated in the near future or as soon as sufficient accommodations in the shape of a separate industrial building are provided.

In the blind department there was the same slow but steady growth of manual instruction as in the deaf department. Chair-caning was begun in 1888, and two years later when the completion of the new school building afforded the requisite facilities, mattress-making and broom-making were introduced with Mr. J. W. Taylor as foreman. Messrs. F. T. Brown, and J. W. Heritage, the present instructor, have successively had charge of this department.

The girls had received some instruction in sewing, dressmaking and other feminine arts ever since the school was fairly under way, many becoming accomplished needlewomen with even such desultory training, but no regular teacher in this branch was employed until late in the seventies, when Miss H. Finney was engaged and with regular hours and definite tasks materially increased the efficiency of the department. Miss Finney continued in charge until 1883 when she was succeeded by Miss Mary Harbert, who after an efficient service of eight years gave place to the present instructor, Miss Kate Cree. A sewing class for the blind girls was started in 1890

by the then matron, Mrs. Anna Richards, and is still a regular feature of the department, supplemented by bead and fancy work.

As already mentioned the employment of an additional teacher was found necessary before the expiration of the first year of the School. Mr. Ralstin, and his assistant, Mr. Kennedy, formed the entire corps until December, 1878, when Mr. H. M. Harbert was engaged, Mr. Kennedy retiring at the close of the year. Mr. Ralstin resigned at the end of the session of 1880, Mr. R. H. Kinney, of Ohio, taking his place. Mr. Kinney remained but one year and was succeeded by Mr. R. P. McGregor. Mr. McGregor's one year of service was marked by an attempt to introduce the teaching of articulation and lip-reading, Miss Fannie L. Howells, also of Ohio, being engaged as instructor, but for various reasons not necessary to specify here, the attempt proved abortive.

Mr. Pender W. Downing, of Minnesota, was engaged as Principal at the opening of the session of 1882–83, with three assistant teachers, Mr. Harbert and Misses Emma Cox and Lizzie Kirkpatrick. This increase in the corps was necessitated by the enlarged attendance, the number of pupils enrolled during the term being forty-seven. Mr. Downing, like his immediate predecessors, was able to retain his office but one year. Mr. and Mrs. Kennedy who had been respectively steward, or superintendent, and matron of the school since its inception also resigned their positions at the same time. As may be conjectured the frequent changes in the educational department were the result of continuous internal friction and clash of authority. The steward and matron having sole charge over the domestic department were naturally jealous of any real or fancied infringement of their prerogatives by the principal, who in turn just as naturally resented any meddling on their part in his domain. The consequence was but another demonstration of the fact that dual government in schools for the deaf has been uniformly disastrous. Even with the most consummate tact on

both sides friction is unavoidable where either is disposed to guard its right, and this is still more true when, as ultimately became the case in our school, the house is openly divided against itself. Misunderstandings were frequent, and the result to the School was deplorable. Its interests were driven from pillar to post, and cliques were formed not only among the officers but even among the pupils. In fact some of the effects of this early system of divided authority are occasionally painfully apparent even at this late day.

The vacancies caused by the retirement of Mr. and Mrs. Kennedy and Mr. Downing were filled by the appointment in August, 1883 of Mr. and Mrs. Geo. Failor, of Colorado Springs, as superintendent and matron respectively, and Mr. S. Tefft Walker, of Illinois, as principal. The Board, then consisting of Messrs. R. G. Buchingham, President, C. H. White, Secretary, and Jas. Correy, Treasurer, recognizing that the previous troubles of the school lay in the lack of harmony between the domestic and educational departments, tried to adjust these difficulties by demanding an agreement to certain conditions calculated to remove friction, and reserving for itself the supreme authority in both departments. The result was worse even than before, Mr. Walker resigning his position in November—barely three months after he had identified himself with the School, and Mr. Failor retiring in the following February, with the charge of firing a pistol at one of the boys with intent to kill hanging over his head.

These unfortunate incidents brought the School into such unsavory odor not only in the state but also elsewhere that it became extremely difficult to fill the vacancies. Mr. J. W. Blattner, a wide-awake and energetic young teacher from the Iowa School was finally secured to take Mr. Walker's place, Mr. Harbert having acted as principal during the interregnum. The position of superintendent was perforce left vacant, no suitable person offering himself but Mrs. Anna O. Whitcomb, who had been engaged as

teacher of articulation at the opening of the session was appointed matron, and eventually discharged the duties not only of this position but also of that of steward to the entire satisfaction of the Board.

Mr. Walker's brief administration was marked by the opening of the blind department. The General Assembly had passed a law as early as 1877 admitting the blind to the School. The mistake lay not in making provisions for their education, but in not providing a separate school for their benefit, for except in being deprived of one of the senses and requiring special methods of instruction, the two classes, the blind and the deaf, have nothing in common. The means employed for their instruction are wholly dissimilar, separate classes and teachers are required for each, and their individual sympathies are as different as the senses of sight and sound or the arts of painting and music. The only advantage is some measure of economy in general expenses and this advantage was had in view when the co-education ot the two classes was decided upon by legislative enactment. At the same time the title of the School was changed to the "Colorado Institute for Mute and Blind." Though thus throwing open the doors of the School to the blind children of the state, the Assembly failed to make provision for the increased expense necessarily entailed in additional buildings, instructors and appliances, and consequently the Board did not feel justified in receiving applicants of whom there were but three. In 1883, however, the resources of the School had increased to such an extent that it was decided to make the venture. Mrs. Cynthia C. Wynn, a teacher of long experience in the Indiana School for the Blind was accordingly engaged, the necessary books and appliances purchased, and the department formally opened with three pupils in attendance—Hugh McCabe, of Clear Creek Co., Jennie Prout, of Jefferson Co. and Roland Griffin, of Pueblo Co. Here, too, divided authority was allowed to show its cloven hoof. Mrs. Wynn was placed in charge independent of the domestic

and deaf departments, and it was not until Mr. Dudley's advent that the reins of the entire educational department were placed in one hand.

At present this department has five teachers including an instructor in vocal and instrumental music and a kindergartner, and an enrollment of forty-eight pupils.

In selecting officers for the year 1884–85 the Board found itself in an extremely trying position. The Superintendent, Mr. Geo. Failor, the spring before, had been arrested upon the charge of shooting at a pupil and had chosen to leave the State rather than stand trial. There had been almost constant friction between superintendents and principals from the time of the retirement of Mr. Ralstin in 1880, as may readily be seen in the number of decapitations that had taken place. Messrs. Kinney, Downing, McGregor, and Walker had followed one another in quick succession; the acknowledged success of whom, in other schools of similar character, leaves us no alternative than the conclusion that their failure here was due to the peculiar conditions existing at the time and not to any lack of capacity in themselves. Even the pupils took sides in the quarrels among the officers and the state of disquiet was such as to seriously retard the real work of the school. These troubles had been made so public by the city and State papers, and also by the papers published in the various schools for the deaf throughout the country, that, at a distance, any position in the school seemed undesirable. There were doubtless several applicants for positions, but none of them seemed entirely eligible, and the Board would probably have been glad to leave the position of superintendent vacant had they not been compelled by the law to have this officer. At a meeting in February Mrs. Anna O. Whitcomb, who had served the school very acceptably as matron and articulation teacher, had been selected to fill out the unexpired term of Mr. Failor and, as she had given satisfaction, it was decided to continue the arrangement. As might have been expected, Mr.

Blattner, the principal, was not at all pleased with the arrangement. The superintendent was his superior officer and was constantly recognized by the Board as such, even, as he thought, to the ignoring of him in matters purely within his province as principal. Of course no self-respecting man could submit tamely to such indignities; so that notwithstanding the fact that a law had already been framed re-organizing the School, in which Mr. Blattner had taken a leading part, and of the further fact that he could have held his place in spite of the Board, as long as he kept strictly within lines of duty, by reason of a contract to that effect, nevertheless the annoyances of the position finally became so unendurable that he decided to retire. One of the conditions of his resignation was that theBoard should appoint Mr. D. C. Dudley, who had just resigned the superintendency of the Kentucky Institution, as his successor. This the Board very cheerfully agreed to do, as they had intended to offer him the superintendency, the summer before, if Mrs. Whitcomb had declined it.

Mr. Dudley entered upon his duties as principal Nov. 18, 1884. Though the school was nominally under dual government, it really passed under a single head at this time, as Mrs. Whitcomb, having tired of the unsought honors that had been thrust upon her, delegated all her powers as superintendent to the principal. Though a change of the law, and probably of the Board, was impending, everybody settled quietly down to work, so that when the contemplated change did occur, the following April, the new Board found it necessary to make but few changes.

The reorganization of the School in 1885 may well be considered a turning point in its history. The imperfect legislation governing it hitherto, by virtue of which it had been under dual government, had been amply proved to be defective and to bar rather than to promote its progress. The best friends of the School, therefore, rejoiced when it was known that the legislature, at the instance of Senator Irving

Howbert of Colorado Springs, had taken the matter in hand and proposed to model it after the most successful schools of the same character in the East.

The bill brought in for this purpose, which afterwards became a law, provided that the Board should consist of five members instead of three, whose terms of office should expire at different times, so that no more than two new members could be appointed at any one time. The law also specified that the direct management of the School should be vested in a superintendent, who to other qualifications should add that of a thorough knowledge of the methods of teaching the deaf, acquired by actual school-room experience. The superintendent was to nominate his subordinate officers, and was not to be subject to removal during his term of office except for cause.

The gentlemen appointed to constitute the Board under this law were as follows:

Messrs. Daniel Hawks, of Greeley; Henry Bowman, of Idaho Springs; Henri R. Foster, of Denver; C. E. Noble and A. L. Lawton of Colorado Springs. Of these gentlemen, Messrs. Hawks, Lawton and Bowman are still on the Board. This was an ideal Board, consisting as it did of men from the various walks of life and each successful in his particular sphere. Mr. Foster had once been superintendent of a school for the blind for eight years; Col. Bowman was, at the time of his appointment, the wide-awake superintendent of public schools of Clear Creek County; Judge Hawks was a cultivated gentleman of large business interests; Messrs. Lawton and Noble were leading citizens of the city of Colorado Springs, the former in active business and the latter inclining to politics. The Board organized in April, 1885 by the selection of Mr. Foster as President, Mr. Lawton as Secretary, and Mr. Noble as Treasurer. Though Republican in politics, with the sole exception of Mr. Lawton, the Board rose above party in the selection of a Democrat, as superintendent—Mr. D. C. Dudley, who had had ten years experience as a teach-

er of the deaf in North Carolina and five as superintendent of the Kentucky School for the Deaf, but whose health had forced him to seek the congenial climate of Colorado.

Mr. Dudley entered upon his duties under exceedingly favorable circumstances. The Board was one that had no personal favors to ask nor to grant; the subordinate officers, who had become heartily disgusted with the complications, the bickerings, the jealousies that had arisen under the old law, lent their cheerful assistance to the building up of the School under the new; while the certified success of the superintendent, in other fields, predisposed both the school and the community to bear patiently with him while he worked out the problem of raising his charge to a higher standard.

This was not so easy a task as might be imagined. Those who had controlled the School in the past as a close corporation, filling the offices from superintendent down to foreman of the printing office with members of the family, being thwarted in their designs to get a fresh hold upon the school, did all they could to hamper and harass the superintendent in his work and, if possible, to make his administration a failure. Secondly, the School had been running upon a short allowance of money and had not been able to employ many experienced teachers; nor had it had sufficient funds to provide suitable quarters for the pupils or proper appliances for their instruction. The Board, immediately preceding this, were progressive men and had done much towards bettering these appliances, but much still remained to be done.

Without going further into detail, it will suffice to say that the opposition, meeting only with discouragement, finally gave up the struggle; while the increase in the valuation of the property of the State, upon which one-fifth of a mill to the dollar was levied annually for the support of the school, produced a steady enlargement of income, thus providing ways and means for the improvement of the

corps of teachers and the partial providing of apparatus. The mechanical department was also put upon a better basis. The Board, recognizing the necessity for more room, made some effort in this direction, but without any immediate result.

Owing to continued ill health, it now became necessary for Mr. Dudley to retire from the responsible position which he had assumed. The following resolutions by the Board, upon the tendering of his resignation, show in what regard he was held, as does also the fact that after a year's rest and recuperation he received the appointment to his present position as teacher.

Resolutions:

WHEREAS, Prof. D. C. Dudley, Superintendent of this Institution, has this day tendered his resignation of that office on account of serious physical disabilities, and whereas we, the trustees, in due regard for our duties to the State and to the unfortunate children of the State whose education and welfare are committed to our care, regretting the cause that has led to this step and recognizing the necessity of relief for Superintendent Dudley, and also the urgent need of close personal supervision of the Institution, have accepted the resignation and desire to record our appreciation of his services, therefore

Resolved, That in Supt. Dudley this Institution has had for more than three years wise, comprehensive, just and successful management; the educational and industrial departments due development and the domestic and home features of the Institution fostering care to that degree that no criticisms have come to us from officers pupils, employees, or friends of the Institution,

Resolved, That the thanks of this Board are justly due and gladly given to Prof. Dudley for this valuable work accomplished.

Resolved, That we hereby extend to Prof. Dudley and his family our warmest sympathies and assure them of our most earnest wish that he may soon be restored to health, strength, and continued usefulness in his chosen profession. Signed: HENRI R. FOSTER,
HENRY BOWMAN,
ANDREW L. LAWTON,
WM. F. WILDER,
DANIEL HAWKS.

Fortunately there was a gentleman at hand competent in every particular to fill the vacancy. At the election of teachers, the summer before, the superintendent had recommended, for the first place in the deaf-mute department, Mr. John E. Ray, the present superintendent, with the suggestion that if his own

health should fail, as seemed probable, it would be well to have some one on the ground to succeed him. The Board, seeing the wisdom of the arrangement, promptly made the appointment.

Mr. Ray had had ten years' experience in teaching the deaf in the North Carolina School, in which the blind and deaf are combined as in this school, and hence was better fitted for the place than if his training had occurred in a school exclusively for one class or the other. He also combined with this qualification those no less essential qualities of patient persistence, devotion to his chosen profession, and robust physical health. Entering upon his duties in Sept. 1887 he had ample time to familiarize himself with his surroundings before being called to the superintendency, December 15th following. Neither the Board nor the superintendent had been idle during the three years preceding this change and as a consequence the new superintendent found the outook altogether hopeful. Nevertheless, it was no sinecure that he had taken upon himself. There were pupils to hunt up in the dark corners of the state; there were buildings to erect for their better housing and training; there was a corps of teachers to gather, by the selection of the best that could be obtained from the older schools. All these things stand, today, accomplished facts. When Mr. Ray assumed control there were 60 pupils in attendance; now there are 130. There was one building 105x70 feet used for all purposes except the shops. Now, besides this building, which has been enlarged to double its former dimensions, there is a magnificent school building 65x200 feet and a Girls' Dormitory 45x98 feet both built of stone, in very handsome style, and all heated by steam and lighted by electricity, also a hospital with all modern conveniences. A steam laundry has supplanted stationery wash tubs and the mechanical branches have been rendered more effective, especially as regards the blind. The money to make these improvements has, of course, been given by the state; but much work had to be done before the appropriations were made,



JOHN E. RAY, M. A.

and the brunt of this naturally fell upon the superintendent.

To the uninitiated it may seem a small matter to secure teachers. In the hearing and speaking world the supply seems greater than the demand. It is not so in this profession. True there are many who are willing to learn, (or at least to make the effort,) but the work requires so much more of character than is implied in mere teaching that comparatively few reach a high standard. The few who become really fine teachers, as a rule, are well provided for in some of the larger school of the East, and are hard to move to the West. Circumstances, however, sometimes combine to make even the best of these change, such as inadequate salaries, political interference, or need of a better climate; and Mr. Ray has been quick to see and as quick to seize the opportunity to improve the grade of his instructors. As a consequence it may be safely said that no school in the country can boast of a more devoted, more competent, more enthusiastic corps of teachers than have been obtained for this School.

Whatever is here said of Mr. Ray reflects equal credit upon the Board which has, as far as possible, shared the labor with him, and in all cases has stood by him nobly in his efforts to promote the efficiency of his charge. Even after severing their connection with the school, they have exhibited a continued and lively interest in its affairs and have done much to contribute to its success. It is thought that the appropriation of $40,000 before mentioned will be made and if so the School will stand in the front rank with those of like character throughout the whole country, both as regards teachers and tools. It requires no prophet to fortell that the Colorado School for the Deaf and Blind (which title we soon hope to assume officially) is destined to a glorious career; for given earnest and competent men and women, devoted to their work and aided by the best appliances, and the result of high achievement is sure to follow.

That the future historian may institute a com-

parison the following statement of the present condition of the School may be permitted. The deaf-mute department is organized into six regular classes one of which is an aural class. There is, besides, an articulation class for snch pupils as may be benefitted, an art class, and a kindergarten. The blind department is organized into three classses and, has, in addition, a music class to which those who are eligible are admitted. Both the deaf and blind have a literary society. The deaf boys are taught carpetry and printing; the blind boys, mattress making and broom-making; both the deaf and blind girls, sewing, fancy-work and housework.

The Course of the Instruction for the deaf is calculated to prepare them for admission into the Preparatory Department of the Deaf-Mute College at Washington.

By reference to this Course it may be seen that the Colorado School, though small, is well organized and is accomplishing a work which compares favorably with those older and larger. And yet we "count not ourselves to have attained" but press forward toward still greater results, ever recognizing the truth of our State motto, "Nil Sine Numine."

COURSE OF STUDY.

DEAF DEPARTMENT:

First Year:

LANGUAGE.—Names of objects. Simple verbs—intransitive; transitive, with object. Noun modifiers and possessive case. Personal pronouns.

PENMANSHIP.—Formation of letters, beginning with the principles and movement.

ARITHMETIC.—Spell the numbers and write the figures from one to twelve. Teach concretely. Illustrate with objects.

Second Year:

LANGUAGE.—American Asylum Series, No. 1. Continue action writing from objects used in school room. Lead to original language from occurrences outside of school and in their homes. As an aid, use pictures. Teach direct quotation, infinitive and the potential forms of verbs. Journal writing.

PENMANSHIP.—Practice on movement and formation of letters.

ARITHMETIC.—Addition and subtraction, from one to fifteen, illustrated by objects. Concrete work.

Third Year:

LANGUAGE.—American Asylum Series, No. 2. Action writing, continued. Original sentences and writing from pictures and objects. Journal writing. Questions and answers. Grammatical symbols.

PENMANSHIP.—Copy-books. Letter writing.

ARITHMETIC.—Exercises in addition, subtraction and multiplication. Concrete work.

Fourth Year:

LANGUAGE.—American Asylum Series, No. 3. Journal and story writing. Writing from actions, pictures, words and phrases. Grammatical symbols. Questions and answers.

PENMANSHIP.—Copy-books and letter writing, continued.

ARITHMETIC.—Division and review of previous exercises learned. Problems prepared by teacher introduced. Book used as guide.

Fifth Year:

LANGUAGE.—American Asylum Series, No. 4. Journal and story writing. Original exercises from actions, words, pictures and phrases. Questions and answers. Grammatical symbols.

GEOGRAPHY.—Of the Institution grounds and the city.

PENMANSHIP.—Copy-books and letter writing, continued.

ARITHMETIC.—Primary Arithmetic, to Compound Numbers. Promiscuous examples introduced, involving judgment.

DRAWING.—First lessons in drawing.

Sixth Year:

LANGUAGE.—"Talks and Stories." Journal and story writing. Original exercises from actions, words, pictures and phrases. Description of objects. Questions and answers. Grammatical symbols.

GEOGRAPHY.—Monteith's Manual.

PENMANSHIP.—Letter writing.

ARITHMETIC.—Primary Arithmetic, completed.

DRAWING.—Drawing lessons, continued.

Seventh Year:

LANGUAGE.—Reading "Bits of History," and Harper's Third Reader. Original compositions, embodying difficult constructions selected from text books. Journal and story writing. Questions and answers. Grammatical symbols.

HISTORY.—History of the United States, prepared by the teacher. Foster's "Story of the Gospel."

GEOGRAPHY.—Barnes' Complete Geography, to page 69.

PENMANSHIP.—Letter writing.

ARITHMETIC.—Felter's Arithmetic, to page 112.

DRAWING.—Drawing lessons, continued.

Eighth Year:

LANGUAGE.—Reading lessons from Harper's Fourth Reader, and descriptions. Original compositions from subjects assigned. Journal and story writing. Letter writing. Exercises from difficult constructions in text books. Grammatical symbols.

HISTORY.—Barnes' Brief History of the United States. Foster's "Story of the Bible."

PHYSIOLOGY.—Blaisdell's "Our Bodies and How We Live," to page 176.

GEOGRAPHY.—Barnes' Complete Geography, completed.

ARITHMETIC.—Felter's Arithmetic, to page 200.

DRAWING.—Drawing lessons, continued, and water colors introduced.

Ninth Year:

LANGUAGE.—Reading lessons and definitions. Compositions upon assigned subjects. Story and letter writing. Sentences upon difficult constructions in text books.

HISTORY.—Peter Parley's Universal History, to page 238.

PHYSIOLOGY.—Blaisdell's "Our Bodies and How We Live," completed.

ARITHMETIC.—Felter's Arithmetic, to page 314.

GRAMMAR.—Swinton's Language Lessons, to page 60.

DRAWING.—Drawing and water colors, continued.

Tenth Year:

LANGUAGE.—Letter and story writing. Original compositions from assigned subjects. Reading lessons and definitions. Sentences from difficult constructions in text books. Supplementary reading.

HISTORY.—Peter Parley's Universal History, to page 558, used as a reader. Berard's History of England, to Henry VIII.

ARITHMETIC.—Felter's Arithmetic, completed.

GRAMMAR.—Swinton's Language Lessons, completed.

NATURAL HISTORY.—"Familiar Animals and their Wild Kin," and Steele's Zoology, used in reading lessons.

DRAWING.—Drawing and painting, oil colors introduced.

Eleventh Year:

LANGUAGE.—Letter and story writing. Original compositions from assigned subjects. Exercises from difficult constructions in text books.

HISTORY.—Berard's History of England, completed.

ARITHMETIC.—Arithmetic reviewed. Book-keeping, for such as will use it.

GRAMMAR.—Kerl's English Grammar.

NATURAL HISTORY.—Lubbock's "The Beauties of Nature," as supplemental reading.

PHYSICAL GEOGRAPHY.—Houston's Physical Geography, to page 84.

DRAWING.—Drawing and painting.

Twelfth Year:

LANGUAGE.—Reading lessons. Original essays. Reproductions. Exercises from difficult constructions in text books.

NATURAL PHILOSOPHY.—Steele's Physics.

BOTANY.—Gray's "How Plants Grow."

GEOGRAPHY.—Houston's Physical Geography, completed.

CIVIL GOVERNMENT.—Young's Government Class Book.

DRAWING.—Drawing and painting.

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BLIND DEPARTMENT.

Primary Grade—Three Years:

KINDERGARTEN.—Hand work; clay modeling; first two years.

SPELLING.—Three years; from the Readers.

ARITHMETIC.—Three years; to Short Division.

LANGUAGE.—Three years; from the Readers. Blaisdell's Child's Book of Health. Supplementary reading.

LINE READING.—Three years; through Third Reader.

POINT READING.—Second and third years; through Second Reader.

POINT WRITING.—Second and third years.

Intermediate Grade—Three Years:

ARITHMETIC.—Through Denominate Numbers; Ray's Practical.

GEOGRAPHY.—Three years; Barnes' Series.

GRAMMAR.—Three years; Metcalfe and Bright's Language Lessons.

READING.—Three years; through Seventh Reader.

POINT WRITING.—Three years; letter writing.

SPELLING.—Three years; Reed and Kellogg's Word Book.

Grammar Grade—Three Years:

ARITHMETIC.—Three years; Ray's Practical Arithmetic, completed.

UNITED STATES HISTORY.—First two years; Barnes'.

GRAMMAR.—First two years; Harvey's Series.

GEOGRAPHY.—First year; Barnes' Complete.

READING.—Three years; Supplementary.

WRITING.—Three years; from dictation; original compositions.

ETYMOLOGY.—Second year.

GENERAL HISTORY.—Third year; Anderson's.

ELEMENTARY SCIENCE.—Third year; Easy Lessons.

ENGLISH AND AMERICAN LITERATURE.—Third year. Shaw's.

TYPE-WRITING.—Three years.

High School Grade—Three years:

ALGEBRA.—First two years; Robinson's.

GENERAL HISTORY.—First year; Anderson's.

ZOOLOGY.—First year; Steele's.

PHYSICAL GEOGRAPHY.—First year; Maury's; Houston's.

BOTANY.—One-half second year; Gray's "How Plants Grow."

GEOLOGY.—One-half second year; Dana's Geological Stories.

CHEMISTRY.—One-half second year; Steele's.

PHYSIOLOGY.—One-half second year; "Our Bodies and How We Live."

PHYSICS.—Second year; Rolfe and Young's.

CIVIL GOVERNMENT.—Second year; Fiske's.

BRAILLE POINT READING AND WRITING.—Second and third years.

GEOMETRY.—Third year; Well's Plane Geometry.

POLITICAL ECONOMY.—Third year; Perry's Introduction.

MENTAL PHILOSOPHY.—Third year; Loomis'.

MORAL PHILOSOPHY.—Third year; Supplementary reading.

RHETORIC, LOGIC AND HIGHER ENGLISH.—Third year; Hill's.

RECITATIONS AND COMPOSITIONS.—Through the whole course.

MUSIC.—Vocal and Instrumental Music throughout the course.

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Publications:

"The Deaf-Mute Index," January 31, 1875–September 1, 1889,
"The Colorado Index," September 1, 1889,.....
Course of Study for the Deaf, September 1, 1889.
Course of study for the Blind, January 1, 1893.
Biennial Report of the School, January 1, 1893.
History of the School, March 1, 1893.
Proceedings of Superintendents' Conference, 1893.

Enrollment by years; Deaf Department.

The School opened April 8, 1874, with 7 pupils present.

SESSION.	ENROLLED	TOTAL ENROLLED TO DATE	NEW PUPILS.
1874–75	13	13	13
1875–76	18	20	7
1876–77	21	24	4
1877–78	25	29	5
1878–79	27	34	5
1879–80	30	40	6
1880–81	38	49	9
1881–82	39	55	6
1882–83	40	64	9
1883–84	42	71	7
1884–85	38	74	3
1885–86	39	81	7
1886–87	43	86	5
1887–88	49	90	4
1888–89	62	109	19
1889–90	75	131	22
1890–91	80	142	11
1891–92	85	159	17
1892–93	83	180	21

Blind Department.

This Department was opened in September, 1883, with 3 pupils present.

1883–84	10	10	10
1884–85	10	12	2
1885–86	19	23	11
1886–87	20	26	3
1887–88	18	27	1
1888–89	28	37	10
1889–90	33	45	8
1890–91	42	58	13
1891–92	48	69	11
1892–93	47	77	8

Enrollment to date—deaf, 180; blind, 77; total, 257.

Of the 180 deaf children, 47 were born deaf; unknown, 21; became deaf at 2 years of age or under, 61; at 5, or under, 35; at 10, or under, 12; at 15, or under, 2; over 15, 2.

Societies:

Pike's Peak Literary, E. C. Campbell, President, September, 1885—June, 1888.

Temperance Society, E. C. Campbell, President, September, 1886—June 1888.

En Avant Literary, Organized by John E. Ray, Superintendent, October 1, 1891. Officers January 1, 1893, John E. Ray, Moderator; G. W. Veditz, President; Sadie M. Young, Vice-President; Bessie Bigler, Secretary; Maggie Turner, Treasurer; J. A. Tillinghast, Critic.

Causes of Deafness:

Congenital, 47; Unknown, 22; Scarlet Fever, 17; Spinal Meningitis, 16; Cold, 11; Brain Fever, 9; Eruption, 7; Typhoid Fever, 6; Whooping Cough, 6; Measles, 6; Catarrh, 5; Teething, 4; Fall, 4; Spasms, 3; Pneumonia, 3; Fever, 3; Diphtheria, 3; Scarlet Fever and Meningitis, 2; Paralysis, 1; Throat Disease, 1; Sunstroke, 1; Muscular Rheumatism, 1; Diphtheria and Meningitis, 1; Impure blood, 1.

Places of Birth.

In Colorado 65; Unknown 30; Illinois 11; Kansas 10; Iowa 8; Ohio 5; Missouri 5; Utah 5; New York 4; England 3; Nebraska 3; Minnesota 3; Wisconsin 3; Pennsylvania 3; Denmark 3; Scotland 2; Indiana 2; Wyoming 2; Kentucky 2; Texas 2; Michigan 1; Norway 1; Mississippi 1; Florida 1; Canada 1; Sweden 1; Prussia 1; New Mexico 1; Georgia 1.

Of the 77 blind children enrolled, 11 were born blind; unknown 13; became blind at 2 years of age, or under, 14; at 5 or under, 16; at 10, or under, 10; at 15, or under, 5; over 15, 8.

Causes of Blindness.

Congenital 11: Unknown 10; Inflammation 11; Small Pox 6; Measles 5; Cold 5; Spinal Meningitis 4; Scarlet Fever 2; Powder Explosion 2; Fall 2; Scrofula 2; Scissors Cut 2; Ashes blown into the eyes 1; St. Vitus' dance 1; Fever 1; Lifting 1; Pitch Fork stuck in 1; Snow blind 1; Struck by snow ball 1; Stuck fork in 1; Knife cut 1; Glass cut 1; Bone cut 1, Atrophy 1; Stigmatism 1; Spinal Fever 1; Medicine 1.

Places of Birth.

In Colorado 22; Ohio 8; Kansas 7; unknown 6; Indiana 4; Missouri 4; Iowa 4; Illinois 2; Nebraska 2; Wyoming 2; Scotland 2; Mississippi 1; Wales 1; Pennsylvania 1; New Mexico 1; New England 1; Wisconsin 1; Michigan 1; Canada 1; England 1; Idaho 1; Utah 1; Sweden 1; Denmark 1.

Kinship.

The parents of six of our deaf pupils were related before marriage. One child has deaf parents. Twenty-six have some deaf relatives.

Not one of the blind pupils has blind parents. Eight of them have blind relatives.

The Chicago Day-Schools for the Deaf,

CHICAGO, ILLINOIS,

1875–1893.

By LAWRENCE O. VAUGHT, M. A.,

Principal of the Schools.

SHORT SKETCH

OF THE

Chicago Day Schools for the Deaf.

1870–1893.

In September, 1870, Mr. David Greenberger opened a school for the instruction of deaf mutes in the La Salle Street Primary School building, on North Clark Street. To support it a tuition fee was charged. The Oral was the method of instruction. Twice within a year was the little school moved. The great fire of 1871 so effectually removed it, that Mr. Greenberger decided to give up the work in Chicago.

Learning this, Mr. P. A. Emery, in May, 1874, drew up a petition to the Board of Education setting forth the right of the deaf to be educated near their homes, and asking that a school be opened for their accommodation. This was ordered, and in January, 1875, the Chicago Day School for the Deaf was opened in a rented building on Van Buren Street, occupied by the Jones School during

the rebuilding of the building for this district. Mr. Emery, to whose efforts the school owed its existence, was made Principal. During the first year twenty pupils were enrolled.

In May, 1875, the State Legislature, in place of a bill for a Northern Illinois Institution for the Deaf, passed an act appropriating $15,000 for the support of the school. Each of the three following Legislatures appropriated $5,000 for the same purpose. State aid was discontinued in 1887. On the question as to the maintenance of the school, two reports were presented to the Board from the Judiciary Committee; the minority report, drawn up by Mr. Ferd. W. Peck, was adopted. Its general tone is shown by the following paragraph: "I also believe that the legal authority is ample to not only justify this Board in maintaining these deaf-mute schools, but the law, as expounded by the highest legal authority, seems to compel this Board, within reasonable bounds, to maintain them as long as there are children within the school age resident within its jurisdiction."

The schools have since been considered simply a part of the common school system of Chicago, and have been supported entirely by the city.

At the close of the school year 1891–92, Mr. Emery, after seventeen years of service, resigned his position as Superintendent. Mr. Lawrence O. Vaught, Normal Fellow in the National Deaf Mute College, was chosen to fill the vacancy.

There are now (January, 1893,) four schools in different parts of the city, with a total enrollment of 45. This number should and will be largely increased. Systematic efforts are being made to find deaf children living in the

city, but who are not attending any school. Already there is a list of over twenty such. These, as a rule, are the children of ignorant parents, and it will take time and plenty of patient work to bring them in.

The following constitute the teaching force:

Lawrence O. Vaught, *Principal.*

Philip A. Emery,	James E. Gallaher,
Grace Emery,	Mary E. Woodworth,
Mary Griswold,	Ellery W. Heiss.

Special mention should be made of the Pas-a-Pas Club, Mr. G. T. Dougherty, President; Mr. O. H. Regensburg, Secretary. The members are taking great interest in the schools.

LAWRENCE O. VAUGHT,
Principal of Chicago Deaf-Mute Day Schools.

The Central New York Institution for Deaf-Mutes,

ROME, NEW YORK,

1875–1893.

By EDWARD BEVERLY NELSON, B. A.,

Principal of the Institution.

THE CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

I.

Facts Relating to the Organization.

The first steps toward the organization of this Institution were taken in the summer of 1874; eight months afterward the last obstacle was surmounted, and on the 22d of March, 1875, the initial building, a hired house, No. 107 Madison street, was opened for business, the attendance being four pupils. On September 1, 1875, commenced what may be called the first academical year of the Institution, under the auspices of a board of fifteen trustees, with Alphonso Johnson (a deaf-mute) as principal and F. L. Seliney as instructor, both of whom, in connection with the Rev. Thomas Gallaudet, had been the original movers in the enterprise.

On September 1, 1876, Edward Beverly Nelson, B. A., assumed the principalship, a position he still occupies, and at the close of the second year the pupilage was one hundred and ten.

II.

Erection of Buildings.

Gradually all the buildings surrounding No. 107 Madison street were leased for purposes of accommodation, until in the fall of 1877, with the frame school-house built by the Institution in the preceding summer, the number was nine. In December, 1875, a plot of land, about 6½ acres, further up on Madison street was given the Institution by the late Edward Huntington, J. B. Jervis, and B. N. Huntington, and in 1878 ground was broken for the *first* of a cluster of permanent buildings especially adapted to the wants of the Institution, and this building was occupied in the fall of 1879 by the youngest of the pupils. Owing to the constant increase of pupilage little relief was obtained by this additional room, so another building, a trifle larger than the first, was commenced in the summer of 1880 and was ready for occupancy during the fall of 1881. About this time there was also erected a two-story

frame house, known as the shop building. The whole of the first floor was devoted to the use of the boys during the hours of study, and the upper floor to shops. A laundry building was also erected, and finally the large frame school-building, erected on rented grounds during the summer of 1877, was moved up to our own grounds. We were thus able to get rid of all our rented buildings with the exception of one house, near the Institution buildings, which was used as a hospital.

In 1887, through the beneficence of the legislature of New York State, an appropriation was granted this Institution of $40,000 for the erection of a main central building, a hospital, a boiler-house, and principal's residence. On the seventh day of January, 1890, the main central building was completed and occupied for the first time. This same building contained the Educational Department, which had been scattered all over the property; the Culinary Department, which before had been partly in one and partly in another building, and the principal's private office, the public office, reception-room, and library. The other buildings provided for by the appropriation were finished in due time and occupied, thus concentrating the work and leading to great success.

III.

Increase in the Number of Pupils.

On the 30th of September, 1875, there had been an increase of 3 pupils; on the same day of the month in 1876, the increase had been 33; in 1877, 32; 1878, 31; 1879, 22; 1880, 23; 1881, 16; 1882, 14; 1883, 14; 1884, 13; 1885, 16; 1886, 16; 1887, 15; 1888, 17; 1889, 8; 1890, 12; 1891, 22; 1892, 17.

IV.

Method of Instruction.

The system of instruction pursued in this Institution is the one known as the "combined method," giving each pupil an opportunity of receiving instruction through signs, through dactylology or spelling, and, if his vocal powers be good, through articulation. As intellectual abilities in scholars vary, so is the work rendered difficult, and even special attention to the individual does not always bring the success it might well claim. There are various methods of securing the attention

upon which the true progress of the pupil depends, and that method which will lead him to learn unconsciously or by force of habit must be the best. It is to perfect such a method that our best endeavors are directed.

V.

List of Board of Trustees, Teachers, and Employees Connected with the Institution on January 1, 1893.

Board of Trustees.

B. J. Beach, ... *President.*

Dr. W. J. P. Kingsley, }
Rev. Thomas Gallaudet, } . . . . . *Vice-Presidents.*

John G. Bissell, ... *Secretary and Treasurer.*

W. R. Huntington,	W. W. Wardwell,
E. L. Stevens,	James Elwell,
A. P. Tuller,	Alfred Ethridge,
Edward Comstock,	Thomas H. Stryker,
James H. Searles,	D. P. McHarg,

A. C. Kessinger.

Executive Committee.

B. J. Beach (ex officio),	D. P. McHarg,
John G. Bissell,	Alfred Ethridge,

Edward Comstock.

Building Committee.

Edward Comstock,	W. R. Huntington,

James Elwell.

Teachers and Employees.

Educational Department.

Edward Beverly Nelson, B. A., ... *Principal.*

Fort Lewis Seliney,	Jonathan H. Eddy,
Wm. M. Chamberlain,	Thomas H. Jewell,
Lewis N. Benedict,	J. Edwin Story,
Albert P. Knight,	Stiles Woodworth.

Ella M. Holliday, ... *In Charge of Articulation.*

Bessie Eddy, . . . *Assistant Teacher of Articulation.*

Domestic Department.

E. B. Nelson, ... *Principal.*

Matron.

Mrs. Mary A. Griffin.

Assistant Matrons in Charge of Girls.

Miss Mary E. Jones, Miss Nellie Roberts.

Assistant Matrons in Charge of Younger Boys.

Mrs. Ida Thomas, Mrs. Ellen W. Jones.

Sewing Matron.

Miss Emma A. Lough.

Housekeeper.

Miss Nellie Scott.

Accountant.

F. L. Seliney.

Nurse.

Mrs. Louisa Hubbard.

Attending Physician.

Thomas M. Flandrau, M. D.

Foremen and Instructors in Industrial Classes.

W. M. Chamberlain, . . . Classes in Carpentry. Classes in Glazing. Classes in Shoemaking.

Theo. I. Lounsbury, . . . Classes in Printing.

Emma C. Lough, . . . Classes in Sewing.

Mary A. Griffin, . . . Classes in Housework.

Supervisors and Attendants.

William D. Davis, . . . In charge of older boys.

Roger McGrath, . . . In charge of younger boys.

Cora A. Shutts, . . . In charge of girls.

Frankie K. Day, . . . In charge of younger girls.

Engineer.

J. M. Cottman.

Watchman.

Horatio Gridley.

VI.

Journals and Other Publications.

During the year 1884 to the trades taught by this Institution was added that of printing. This was at this time a private enterprise of one of the boys, who spent the money earned

during his vacation for a small printing-press. Understanding the art of printing, he gave a few boys instruction, and after a short time a little paper called the *Nucleus* came out, edited by Harry Van Allen, a pupil at that time and who entered the National Deaf-Mute College at Washington in September, 1884. This little paper proved such a success that it was enlarged and came out under another name, *The Register*, on Saturday, October 18, 1884.

In September, 1891, a company was formed among the teachers, called "The Deaf-Mutes' Register Publishing Company," composed of Martin R. Minkle, W. M. Chamberlain, J. H. Eddy, Thos. H. Jewell, and F. L. Seliney, and in 1892 it was again enlarged to 4 pages, 7 columns on a page. At this date, January 1, 1893, it is called *The Deaf-Mutes' Register*, and is one of the most successful deaf-mute papers in the United States, having correspondents from almost every State in the Union.

VII.

Societies.

There is connected with the Institution the "Literary Association of the Central New York Institution for Deaf-Mutes," organized in 1880, and has for its purpose the furnishing to the pupils of intellectual recreation every week through the school term. The officers of this association on January 1, 1893, were:

Stiles Woodworth,	*President.*
Sidney Taplin,	*Vice-President.*
Edward T. Murphy,	*Secretary.*
F. L. Seliney,	*Treasurer.*
Thos. H. Jewell, Cora A. Shutts, James Darby,	*Directors.*

An "Athletic Association," organized on the 3d of October, 1891, is also connected with the Institution. The object of this association is the development of the health and strength of its members by the encouragement and practice of athletic sports and gymnastics. Its officers are:

EDWARD B. NELSON, ... *President.*
J. H. EDDY, ... *First Vice-President.*
SIDNEY TAPLIN, ... *Second Vice-President.*
EDWARD T. MURPHY, ... *Secretary.*
ROGER MCGRATH, ... *Treasurer.*
STILES WOODWORTH, M. COSTOLO, L. D. HUFFSTATER, ... *Directors.*

A society called the "*Silent Helpers*," composed entirely of boys, was organized February 13, 1890. Its object is to aid various deaf-mute charities or any deserving deaf-mute in distress. Its officers are as follows:

SIDNEY TAPLIN, ... *President.*
WALTER WRIGHT, ... *Vice-President.*
EDWARD MURPHY, . . . *Secretary and Treasurer.*
JAMES DARBY, L. D. HUFFSTATER, SIDNEY TAPLIN, WALTER WRIGHT, E. T. MURPHY, ... *Directors.*

Business meetings are held monthly.

There is also connected with the Institution the "Judge-Not Circle," branch of the "Order of the King's Daughters." This branch is composed of the older girls and some of the officers. It was organized in October, 1888. It is non-sectarian, has forty-four members, and its purpose is to do all the good it can in word and deed, and act out its motto, which is also its name. Business meetings are held once a month, and meetings are also held every other Sunday, at which members take turns in leading. The money this society raises is used for charitable purposes. Since its organization it has raised $150.00, all of which has been put to good use. It has also an "endowment fund," the interest of which is used each year in supplying reading matter for the children or helping to fill the Institution library. The monthly dues are devoted to outside charity work. The present officers are as follows:

CORA A. SHUTTS, ... *President.*
NETTIE OLDS, JENNIE WINEGAR, ... *Vice-Presidents.*
HATTIE HOGEBOOM, ... *Secretary.*
FRANKIE DAY, ... *Treasurer.*

As a sort of annex to the "Judge-Not-Circle," is a society called "*The Doe Ye Nexte Thynge Band*," composed of fourteen little girls, who promise to practise the virtues of truthfulness, obedience, purity, forgiveness, and temperance. This band was organized in 1890, and has interesting meetings every two weeks. The present officers are:

Frankie Day,	*President.*
Bella G. Evans,	*Vice-President.*
Clara Burton,	*Secretary.*
Lulu Martin,	*Treasurer.*
Tillie Botts, Jennie Fields, Flora Beckingham, Rose Ewig,	*Directors.*

The Rome Alumni Association, a society composed of graduates of this Institution, whose object is to help forward the good work already in progress at this Institution, meet once a year—on commencement day—at the Institution, and has an annual banquet after the closing exercises.

The present officers are as follows:

Martin R. Minkle, Class '87,	*President.*
Stiles Woodworth, Class '90,	*Vice-President.*
Cora A. Shutts, '91,	*Secretary and Treasurer.*

The Cincinnati Public School for the Deaf,

CINCINNATI, OHIO,

1875–1893.

By CARRIE FESENBECK,

Principal of the School.

THE CINCINNATI PUBLIC SCHOOL FOR THE DEAF.

The Cincinnati Public School for the Deaf was organized in 1875, during the superintendency of Mr. John B. Peaslee, by the board of education, with Mr. Robert P. McGregor as principal. For two or three years money was appropriated by the legislature of Ohio to board pupils living in the vicinity of Cincinnati whose parents did not wish to send them to Columbus, so far from home. This plan was afterwards abandoned, and the school again became a day-school. This necessarily caused a decrease in the number of pupils, as many lived too far from school to attend.

Mr. McGregor resigned as principal of this School in 1881, and was succeeded by Mr. Alfred Wood, who retained this position until 1889, when Miss Carrie Fesenbeck was appointed principal by Dr. E. E. White, then superintendent of the public schools.

The School occupies one comfortable room in the second intermediate school, on Ninth street, near Main. There are ten pupils in attendance. About 113 have received instruction since its organization.

The Hon. W. H. Morgan is now superintendent of the schools of Cincinnati, and takes great interest in the welfare of the deaf.

The Catholics conducted a school for the deaf in the Cathedral a few years ago, but this school has been closed.

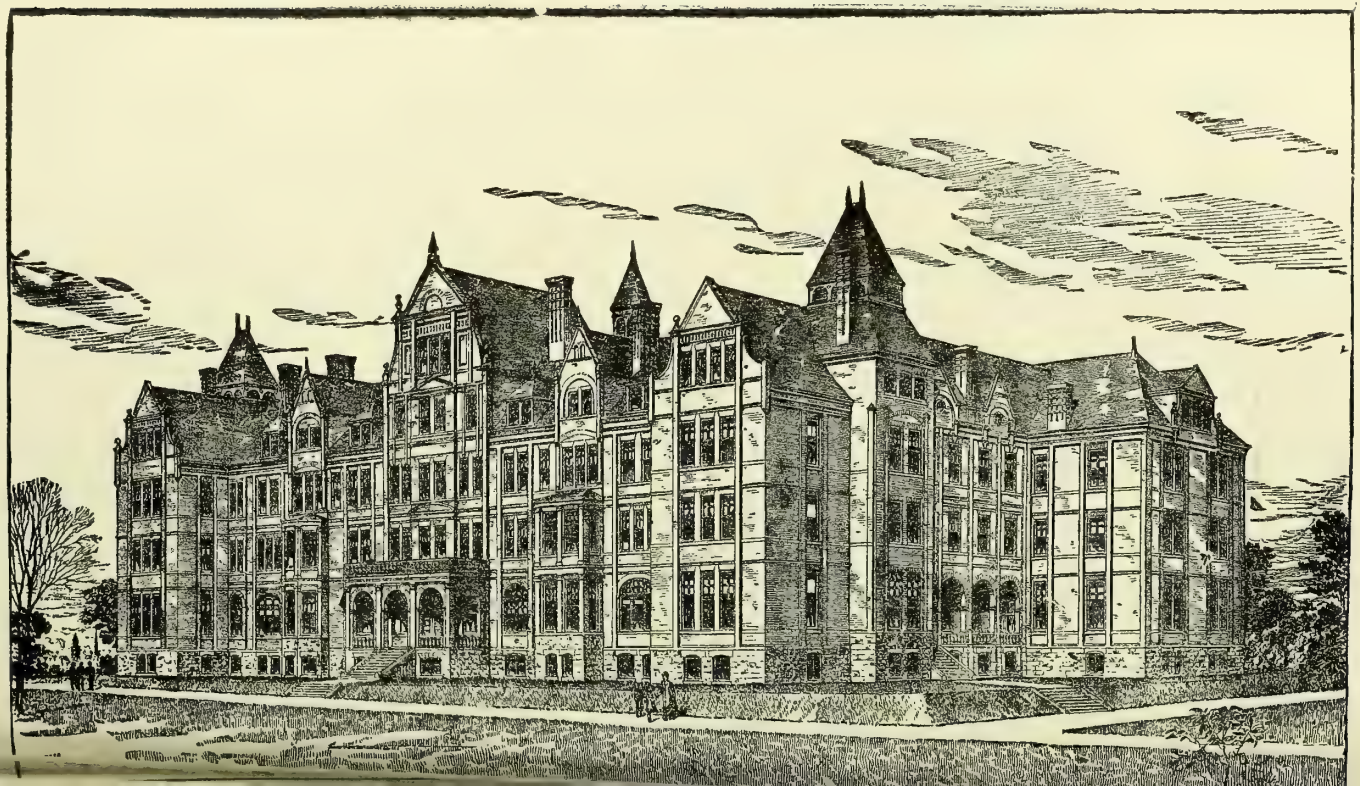
The deaf of Cincinnati have organized an association called "The Anderson Society," named in honor of a wealthy gentleman who was interested in the deaf and presented to this society a considerable sum of money.

Chronological List of Principals.

Robert P. McGregor, 1875–1881.

A. Wood, 1881–1889.

Miss Carrie Fesenbeck, 1889–1893.



HISTORY

OF THE

Western Pennsylvania Institution

FOR THE

EDUCATION OF THE DEAF AND DUMB

FROM ITS

Origin in the Year 1869.

EDGEWOOD PARK:
PRINTED AT THE INSTITUTION
1893.



REV. JOHN G. BROWN, D. D.

HISTORY.

In the summer of the year 1868 a little deaf and dumb colored boy was brought to a Mission Sabbath School connected with the Third United Presbyterian Church, Pittsburgh, Pa. As the child seemed bright and active, the Superintendent, Mr. Joel Kerr, took a deep interest in his welfare. Mr. W. R. Drum, a graduate of the Pennsylvania Institution for the Deaf and Dumb in Philadelphia, was induced to become his teacher. Attention being thus directed to this class of unfortunates, eight or ten of these afflicted children were within a short time gathered into the school through Mr. Kerr's efforts, and Mr. Archy Woodside, also educated in the Pennsylvania institution was secured to assist in their instruction. A number of educated deaf-mutes came in and a Sabbath School for the deaf and dumb was organized as an adjunct to the mission which then met in the public school building on Franklin street. The children were taught the manual alphabet, the meaning of a few simple words and sentences and the proper use of signs. The educated mutes who were not employed as teachers were formed into a Bible class under a capable instructor. The attendance was from twelve to fifteen children and about the same number of adults.

Mr. Kerr's pastor, Rev. John G. Brown, D. D., became interested in the school and its work. It occurred to him that much better results might be secured if the children could have the advantage of daily instruction. At the suggestion of a prominent member of his pastoral charge, Mr. John Wilson, who was the chairman of the Central Board of Education of the city, the matter

was laid before that body and a grant of eight hundred dollars obtained that the experiment might be made. The local Board of the first ward gave the use of a room in the public school building on Short street. Mr. Archy Woodside and his sister, Miss Sarah Woodside, a hearing person well versed in the use of signs, were appointed teachers. The means required for procuring books and other requisits were furnished by a few benevolent friends. Everything being in readiness the first day-school for the instruction of the deaf and dumb in the United States was opened on the first Monday in September, 1869, with fourteen pupils. The attendance soon reached twenty-five or thirty. These children were gathered from all parts of Pittsburgh and the adjoining city of Allegheny the School Board of which contributed to the support of the effort.

It became evident in a short time that regular attendance could not be secured unless provision was made in the vicinity of the school for boarding those pupils whose homes were at a considerable distance. An appeal was made to interested friends and the necessary means were immediately provided. A house was rented and furnished and ten or twelve of the children were placed in it under the care of a suitable person. As the majority were the children of poverty it was necessary to provide them with clothing as well as food and shelter.

That the school might be more accessible to a greater number of the pupils residing in their own homes it was subsequently removed to the school building on Grant street, in the third ward. The home was also transferred to a larger house on Wylie avenue, above Washington street, Pittsburgh.

As the existence of the school and home became known beyond the limits of the two cities applications began to come from the rural districts of Allegheny county and from a number of the adjoining counties for the admission of pupils. The home was soon taxed to its utmost capacity having about twenty-five

inmates while the attendance at the school ranged from forty to forty-five. Dr. Worthington, Secretary of the Board of State Charities, visited both the school and the home a number of times and was so favorably impressed that unsolicited he obtained from the Legislature an appropriation of two thousand dollars in support of the work. They were also visited by the Hon. Geo. W. Sharswood, Chief Justice of the Supreme Court of the State, who was for many years President of the Board of Trustees of the institution in Philadelphia, who expressed himself as highly gratified with what was being done.

Not long after the commencement of the enterprise it became apparent to those engaged in its management that the school and home were by no means sufficient to meet the necessities of the deaf-mute children of Allegheny county, much less those of the western part of the state. And further, valuable as they might be, they were not and could not be made adequate to meet the requirements involved in the proper instruction of the deaf and dumb. It was evident that this could only be secured by a regularly organized institution with an efficient corps of instructors, properly graded classes and provision for industrial as well as intellectual training. The demand for such an institution in western Pennsylvania was manifest not only from the numerous applications for admission to the day school and home from the surrounding counties, but also from the fact that the institution in Philadelphia was full, while a number who were seeking the benefit of its advantages could not be received.

In 1870 James Kelly, Esq., a prominent citizen of Wilkins township, Allegheny county, proposed to give a piece of land for the purpose of founding an Institution for the Deaf and Dumb of Western Pennsylvania, provided twenty thousand dollars should be subscribed to aid in the erection of buildings thereon. A few liberal citizens of Pittsburgh soon pledged more than the required amount. In 1871, a charter was obtained

and a Board of Trustees organized. Subsequently ten acres of valuable land in the vicinity of Edgewood station on the Pennsylvania railroad was deeded to the corporation. This was indeed a princely gift, for such was the appreciation of the property at the time Mr. Kelly made the deed that he refused an actual tender of sixty thousand dollars for the land which he gave to the institution. This act at the incipiency of the movement gave permanency to the effort, while it characterized James Kelly as indeed a friend of the unfortunate.

Owing to the fact that the property given by Mr. Kelly was invaded by a railroad company the Trustees became involved in a protracted lawsuit with a powerful corporation. Although the struggle terminated favorably, the organization of the institution was necessarily delayed several years.

In the meantime the day school and the home continued their humble but useful career. In 1875 Prof. James H. Logan, an honored graduate of the National Deaf-Mute College, Washington, D. C., for a number of years a teacher in the Institution for the Deaf and Dumb at Jacksonville, Ill., succeeded Mr. Woodside.

After several unsuccessful efforts an appropriation of sixteen thousand dollars was obtained from the legislature of the state in the winter of 1876, through the exertions of Rev. Dr. Brown. Though not prepared to proceed with the erection of a building the Trustees determined to organize an institution and thus extend the benefits of education to all the deaf-mutes in the western section of the commonwealth. In the summer of that year the day school was finally closed. Thus ended the experiment which had gained considerable celebrity and had been imitated in a number of the cities of the country. While it was undoubtedly the best that could be done at the time to meet a pressing necessity, yet its most ardent friends and advocates were thoroughly convinced after a protracted trial under the most favorable conditions, that a day school was not sufficient

even for the best intellectual development of its pupils, while no provision was possible therewith for industrial training, an essential part of deaf-mute education. It was therefore wisely abandoned when it became possible to establish a regularly organized institution. The Trustees therefore authorized Rev. Dr. Brown and Mr. John B. Jackson in conjunction with Prof. Logan to take such measures as might be necessary to carry out their purpose. These gentlemen spent some time in the endeavor to find a suitable building. A large brick structure formerly used as a hotel, with a frame dwelling adjoining, at Turtle Creek on the Pennsylvania railroad, twelve miles east of Pittsburgh, was found to be the best that could be obtained for the purpose. To these premises thirty-seven acres of land were attached. The location was easy of access, and salubrious, while it possessed great natural beauty. The property was rented and measures were taken immediately to have the brick building put in order and properly fitted up for the school.

Prof. James H. Logan was elected acting Principal and his mother, Mrs. Eliza P. Logan, matron. Three teachers were appointed, Mr. G. M. Teegarden, a graduate of the National Deaf-Mute College, Washington, D. C., Miss Anna B. Boyer and Miss Jennie Jenkins, graduates of the normal department of the Pittsburgh High school. With these officers the institution was opened without any special services on the 25th of October, 1876. A few ladies and gentlemen were present. Rev. Dr. Brown invoked the Divine blessing upon the enterprise. Thus after years of effort beset with difficulties and discouragements which again and again almost occasioned its abandonment, the Western Pennsylvania Institution for the Deaf and Dumb came into existence, affording an impressive illustration of th ebeneficent results which often flow from humble and obscure efforts to do good. On the first day there were twenty-nine pupils present, the number was speedily increased to fifty-one representing twelve counties of the western section of the state. Although the first year was to a consid-

erable extent necessarily one of preparation the school did good work, giving cheering promise of greater usefulness in the future. The second year the attendance was seventy-seven, the children coming from thirteen different counties. During this year such of the pupils as could be benefitted thereby were instructed in articulation and lip reading. And while the results were not such as had been expected, they justified the adoption of this method as a means of instruction for a number of the pupils. In 1879 the attendance was eighty-nine, representing fifteen counties. The following year the number was increased to ninety-eight representing seventeen counties. As the field of its usefulness was enlarged and the number of pupils increased the required additions were made to the corps of instructors, six being employed during this and the preceeding year.

Prof. James H. Logan having resigned the position which for four years he had filled so honorably to himself and so usefully for the institution was succeeded on the first of January, 1881, by Prof. John A. McWhorter. This gentleman was qualified in an eminent degree for the duties of the station to which he was called. He was possessed of good natural abilities which had been improved by a thorough education. He had in addition to an ardent devotion for the work a large and varied experience. For thirteen years he was a teacher in the Wisconsin institution and had been for seven years the principal of the Louisiana institution.

The resignation of Prof. Logan as acting principal involved that of Mrs. Eliza P. Logan as matron. She was succeeded by Mrs. E. A. McWhorter. The withdrawal of Prof. Logan and his mother occasioned sincere regret on the part of all the friends of the school. They had proved themselves most efficient and faithfnl in the duties of their respective positions. They successfully encountered more than the usual number of difficulties which are found in the pathway of all new enterprises. To their zealous and self-denying toil the

school is largely indebted for the prosperity of succeeding years. In parting with Mr. Logan the Board of Trustees felt that they were losing the services of a "thoroughly educated gentleman, a competent teacher and an earnest worker for the amelioration of the condition of the deaf and dumb" and expressed the conviction "that the marked progress of the pupils of the institution, during the period he presided over it, is to be largely attributed to his skill as a teacher and his dilligent attention to the various duties devolving upon him." The Board also expressed their high appreciation of Mrs. Logan "who as matron at the head of the domestic department had so ably and energetically seconded the efforts of her son. She most efficiently and conscientiously dicharged her duties with kindness and affection toward the pupils who loved her as a mother, and there can be no doubt but their exceptional good health and their warm attachment to the institution was largely due to her unremitting attention."

Prof. McWhorter entered upon his duties with enthusiasm and the school soon felt the quickening influence of his work. Under his guiding hand the superstructure gave early promise of being every way worthy of the foundation so faithfully laid by his predecessor. The attendance reached one hundred and two the first and one hundred and four the second year of his administration. The buildings, which were poorly adapted to the purposes of such a school as well as exceedingly inconvenient, were now crowded to their utmost capacity, while numbers were seeking admission who could not be received. This state of things together with the fact learned from the United States census report for the decade ending with the year 1880, that there were in the counties of Western Pennsylvania two hundred and thirty-nine deaf-mute children of school age who were growing up without any proper means of instruction, induced the Trustees to take action looking to the erection of a building upon the property given by Mr. Kelly at

Edgewood, of sufficient capacity to meet the wants of the deaf and dumb children in the western section of the commonwealth and provided with all the appliances for their intellectual and industrial training. Accordingly an appropriation of sixty thousand dollars was obtained from the legislature of the state in the winter of 1881. A condition was attached to this grant requiring the Trustees to provide a similar amount for the same purpose before they could avail themselves of the bounty of the state. This required nineteen thousand dollars in addition to the property and subscriptions already obtained. A generous public responded to their appeal and within a short time the necessary sum was obtained. They were however confronted with a difficulty which threatened a protracted delay if not the entire frustration of their purpose. The Edgewood Railroad Company, to which the right of way through the property had been leased at the conclusion of the lawsuit with that corporation, previously mentioned, refused to vacate the premises in accordance with the agreement made at the time of the lease. Another prolonged legal controversy seemed imminent. While the Trustees were assured that it would ultimately have for them a favorable termination they did not feel willing to postpone the erection of buildings which the interests of such a large number of unfortunate children so imperiously demanded. Accordingly a compromise was effected. The railroad company purchased the property and with the proceeds of the sale sixteen and one-third acres of land in the immediate vicinity was secured. This transaction took place in September, 1882. The Trustees immediately adopted measures to obtain suitable plans for a building to be erected on the property acquired. This important work was somewhat delayed by the death of the principal. This sad event occurred on the 14th of January, 1883. Prof. John A. McWhorter was an earnest Christian, an efficient and conscientious officer, an enthusiastic as well as a highly accomplished instructor of the deaf and dumb. During

the two years he presided over the institution he endeared himself alike to teachers and pupils and won the respect and confidence of the Trustees and of the community.

Mr. McWhorter was succeeded by Dr. Thomas MacIntire, who assumed the duties of principal on the first day of March, 1883. Dr. MacIntire was without doubt one of the most accomplished of the educators of the deaf and dumb in the United States. His whole life had been devoted to this special work. He had been a teacher in the Ohio institution, was the founder of the Tennessee institution, the principal of the Indiana institution for twenty-six years and for some time the principal of the Michigan institution. Consequently he brought to his work a large and varied experience which was especically valuable in the circumstances of this young and growing school. It was fortunate that at this juncture the Trustees obtained the services of a gentleman who had proven himself to be an eminent instructor and a highly successful principal in the various positions he had previously occupied.

Every possible effort was made to procure suitable plans. A number of the more prominent institutions of the country were visited by the President of the Board of Trustees, many of the leading educators of the deaf and dumb were consulted and much valuable information was thus obtained. Dr. Gilbert O. Fay, occupying an important position in connection with the American Asylum at Hartford, Connecticut, and for many years principal of the Ohio institution, furnished not only many valuable suggestions but also drawings embodying the results of his observation and experience. A number of plans based largely upon Dr. Fay's drawings modified and improved by the information and suggestions obtained were prepared by competing architects. Those furnished by Mr. James T. Steen, of Pittsburgh, were finally adopted and the work placed under his care as superintending architect, subject to the direction of a building com-

mittee composed of John G. Brown, John B. Jackson, P. H. Miller, James P. Hanna, John R. McCune, Wm. Thaw and Henry A. Laughlin. These plans contemplated a building of sufficient capacity to accommodate from two hundred and fifty to three hundred pupils, with detached buildings for kitchen, laundry and boiler house. Specifications were prepared and proposals invited from a number of responsible contractors. When the proposals were examined it was found that the sum required to carry out the plans adopted, largely exceeded the means at the command of the Trustees.

In view of the pressing necessities of the institution and especially the demand for more ample accommodation it was resolved to proceed with the erection of the building modifying the plans so as to bring the cost within the means at command. Accordingly it was determined to dispense with almost one entire wing of the proposed structure, also with the boiler house, kitchen and laundry, providing for these in the basement of the main building. This arrangement, involving the the abandonment of some of the valuable features of the original plans, it was hoped would only be temporary. The entire plans and specifications were then carefully examined and every item of expenditure that could be avoided was cut off, the aim being to reduce the cost without impairing the strength or adaptability of the building to its special purpose. This involved considerable delay. The plans thus revised were submitted to the contractors early in June. The contract was awarded and the work commenced early in July, 1883, the first stone of the foundation was laid on the 19th of that month. So rapidly and energetically was the work prosecuted that the entire building with the exception of the chapel was under roof early in December. The following spring and summer were diligently employed by the contractors and the building was ready for occupany the latter part of September 1884. An arrangement was made with the authorities of the city of Pittsburgh by which an ample supply of wa-

ter was obtained. The Trustees however were required to lay the pipes necessary to make a connection with those of the city which were more than a mile from the institution. This involved a considerable outlay. But the advantages more than compensated for the expenditure. A frame building which had been erected for a laundry and bath house was brought from Turtle Creek and fitted up for a carpenter and cabinet shop, while provision was made for a shoe shop in the basement of the main building. About four acres of ground were enclosed for a garden. Arrangements were thus made for industrial training, which the Trustees had ever regarded as an essential part of the education of the children committed to their care. Though not entirely finished the building was occupied and the school was opened at Edgewood on the first of October, 1884. A public formal dedication of the edifice took place on the 17th of December, participated in by several prominent educators of the deaf and dumb and a number of leading citizens in the presence of a large and interested audience. During the first year of Dr. MacIntire's administration, which was the last year of the school at Turtle Creek, the attendance was one hundred and five. In his report for this year Dr. MacIntire says "The institution is still in a formative state. The classification of pupils and course of study has not been fully settled and as in all new institutions of the kind, must in the nature of the case be incomplete. To organize and fully equip such an institution requires besides the pecuniary means, much time and patient persevering labor. Considering the shortness of the time since the effort was commenced the friends of the cause have every reason to rejoice that so much has been accomplished; and in the prospect of having in the near future an institution for the deaf and dumb which—in buildings, accomodations, appliances and conveniences—will compare favorably with any other of the kind in the country."

The uncertainty as to the time when it should take place and the delay of opening the school at Edgewood prevented quite a number of pupils who otherwise would have been present, from entering. There were however one hundred and twenty in attendance.

Dr. MacIntire came to his work as principal of the institution under difficult and trying circumstances. As it had been without an executive head for several weeks the organization of the school was somewhat impaired. At the same time the Trustees had about completed arrangements for the erection of the new building at Edgewood, some five miles distant from the location at Turtle Creek then occupied. He was therefore called upon to organize and develop a young and growing school and also to be frequently present at the new buildings for consultation and advice.

With deep interest he watched the development of the one and progress of the other. His heart was in the work which may be regarded as the crowning labor of his long and useful life. In his anxiety to push forward the work and secure the best possible results, he exerted himself beyond his strength and in a few months after the realization of that to which he looked forward with so much satisfaction his health gave way and early in January he broke down completely. For several weeks his life was despaired of. He however recovered sufficiently to visit his old home at Indianapolis. Although permitted to return to his work in April his restoration was but temporary. His growing weakness gave him a realizing sense that his work was nearly done. He, however, preformed the usual duties, conducted the closing exercises of the term, lectured the last time, choosing as his text "Mispah," bade the teachers and children a final farewell and then sent in his resignation. He remained two weeks longer to close his accounts and leave everything in order. On the twentieth of July he returned to Indianapolis where he died on the twenty-fifth of September, 1885.

His relations with the Board of Trustees and the

Executive Committee were always pleasant and agreeable. The teachers and pupils were warmly attached to him and it was with sincere regret that they saw his failing strength. Though compelled to relinquish the work he so much loved he had the satisfaction of seeing the young institution, in the progress of which he had taken a deep interest from its inception, comfortably established under his personal supervision in a building of its own and prepared for a career of great usefulness. Dr. McIntire's life was long and useful. The value of his work on behalf of the unfortunate for whose elevation and enlightenment he so faithfully and perseveringly labored cannot be easily over estimated. By his death the deaf and dumb lost a wise and warm hearted friend and benefactor and the profession an able counsellor and an honored member.

Although the names of several gentlemen of prominence and ability were before the Board, the Trustees, on the fourteenth of July unanimously resolved to tender the office of principal made vacant by the resignation of Dr. McIntire, to Rev. Dr. John G. Brown who had been president of the Board since its organization, to whose efforts mainly the institution was indebted for its existence and whose long experience and large acquaintance with deaf-mute education they believed fitted him for the position. Some two weeks subsequently Dr. Brown signified his acceptance of the position and on the first of August entered upon his duties.

The wisdom of their choice soon appeared. Owing to the protracted illness of Dr. MacIntire, discipline had become relaxed both in the school and in the domestic department; dissensions among officers and employees had crept in and it required a man of determination and sagacity and above all one in whom the Board of Trustees and the friends of the school had the fullest confidence to take charge of affairs and to restore harmony to the partially disorganized corps of officers and teachers. Dr. Brown set himself diligently to the task and soon brought order out of confusion.

Notwithstanding the fact that the building was completed according to contract, much work remained to be done. The dormitories were not properly furnished, fences necessary for the protection of the grounds were yet unbuilt; grading and under-draining were necessary to secure dry play grounds for the pupils; these together with innumerable minor improvements incidental to the occupancy of a new building of the magnitude of the institution required immediate attention.

The new principal devoted himself assiduously to this work and soon a beautiful lawn took the place of the unsightly and barren expanse of clay and rubbish that had surrounded the building, and interior decorations and conveniences appropriate to the different departments gave a comfortable and home-like appearance to the new home.

These improvements were scarcely made when it became apparent that the wing designed originally for the use of the girls, but which had been dropped from the plans for lack of funds, could not longer be dispensed with. The dormitory was crowded, the study-room too small to accommodate the pupils already in attendance and the play-room in which the girls took their exercise in cold and inclement weather was insufficient in size and unsuitable for the purpose. The state generously made the appropriation necessary to do the work and the wing omitted in the interest of economy was restored to the plans and the structure completed in accordance with the original designs. Not only did it then present a beautiful appearance in its architectural proportions but afforded ample room for years to come for the constantly increasing attendance of girls. No sooner was their comfort secured than attention was directed to a pressing want on the part of the boys for better facilities for industrial training. As has been well said: "The object of establishments of this character is to benefit the deaf-mute. It is to relieve him of his two-fold misfortune of ignorance and dependence. He can and he ought to be freed from both. The philanthropy which would teach him

to labor and leave his mind in darkness is easily seen to be short sighted and imperfect. Equally mistaken is the philanthropy that would enlighten his mind, restore to him the instincts and feelings of a cultivated being and then turn him loose upon society without the means of self-support, to beg, or steal, or starve, as fortune may favor him, or at least to become a pensioner upon the charity of others." The one certainly should be done and the other should not be left undone. Far be it from us to exalt the industrial training above the intellectual development of our pupils; but we must remember that when they leave school, with rare exceptions, they are confronted with the problem of a livelihood, and we must prepare them for its successful solution or we will fail in one great end for which such institutions exist. Again, there is a considerable number of these children who cannot, or at least do not, acquire more than a very limited knowledge of language, who have considerable mechanical ability. But, though they cannot acquire much knowledge they can be made very fair shoemakers, carpenters, cabinet makers, tailors, dressmakers and seamstresses."

For want of shop room and the means required for industrial training little could be done in this direction until a new building could be erected and equipped for the purpose. Having obtained authority from the legislature to use the unexpended balance of appropriation for education and maintenance a two story structure was erected the basement of which was fitted up as a laundry, the first floor as a carpenter and cabinet shop and the second as a shoe shop. As soon as the boys were moved into their new quarters they entered upon their work with renewed zeal. As many of them lived in the country and in small villages where they would be called upon to do much of the work of their trade without machinery it was thought best to teach them to do all branches of carpenter work by hand and foot power machinery. Another advantage arising from this method of instruction was that while it kept the boys engaged

as profitably as they would be in the use of power machinery, they were not able to do more work than was necessary for the needs of the institution and its employes, consequently their work did not come into competition with the labor of others.

While the material welfare of those committed to the care of the school received such careful and thoughtful attention the intellectual and moral improvement was a matter of still greater solicitude. The location of the institution lent aid to the efforts of the principal to maintain a high standard of discipline and moral excellence. Situated in the suburbs of the city, far from the corrupting influences inseparable from city life and in the midst of a law abiding and God fearing population, the surroundings tended to elevate and stimulate the better nature of the growing boys and girls.

It is natural for all communities to lay claim to distinction in some particulars, but it may be said with out fear of contradiction that there are few cities in the land in which so large a percentage of the inhabitants are habitual church-going people as in Pittsburgh and vicinity. This habit, and the respect for the Sabbath which it engenders, was reflected on the minds of the children and manifested itself in a respect for all those things that make for sobriety, morality and right living and made them more amenable than is usual, to rules and good goverment. This we think is the crowning excellence of our institution to this day.

The advancement made in school was as might have been expected under such favorable conditions rapid and satisfactory. As the number of pupils increased it was possible to make a better classification and it was not long till the course of study was as extensive and the work done as thorough, as in the older institutions of the land.

The classes in the shoe shop and the carpenter shop having been filled, it was thought desirable to introduce another trade and printing was selected because it seems for many reasons to be especially adapted to th

deaf. It gives the workman continual exercise in the correct use of the English language and may be pursued almost without communcation during working hours. Then, too, the loss of the sense of hearing usually quickens the sense of sight, and the use of the signs and the manual alphabet, gives the deaf a rapid movement of the fingers. Thus with the eyes and the hands already trained, and shut out from the noises that usually distract, the deaf child finds congenial employment in acquiring the art of printing.

To carry out the design which the Executive Committee had long entertained, a small press of approved pattern was bought and placed in the hands of Mr. Teegarden, who had some knowledge of printing. He selected five boys and taught them two hours a day serving without pay or the hope of any reward whatever. The result exceeded our most sanguine expectations, and fully justified the determination of the Executive Committee to make it one of the permanent trades of the industrial department.

As the business of the office increased, Mr. Teegarden found the two-fold duties of foreman and teacher too burdensome and retired from the office at the close of the school terms of 1891. He was succeeded by Mr. F. H. Callahan who twelve months later gave place to Mr. H. L. Branson, the present incumbent. Mr. Teegarden began the publication of a small newspaper for circulation in the school. This was at first issued on national holidays under the title of "The Holiday Gazette" but as the boys become more adept in type-setting it was changed to a monthly paper. In January of the present year [1893] the office was enlarged, a cylinder power press added, new type and other furniture bought, and the paper changed to a four column folio. This is published semi-monthly bearing the name of "The Western Pennsylvanian," and in point of press work and editoral ability is a credit to the foreman and his pupils.

In the spring of 1889, Dr. Brown, feeling physically unable to longer continue at the head of the institu-

tion as principal, tendered his resignation, to take effect as soon as a successor could be elected. In accepting the resignation the members of the Board took occasion to express their appreciation of his faithful services. One of them well says. "The spirit that prompted Dr. Brown to undertake the management of the school on the retirement of Dr. MacIntire, is the spirit that prompts missionaries to leave the comforts of the home and go into strange lands and among strange people. He left his own home, around which so many pleasant memories had clustered, to undertake a work which was practically new to him, and this at an age when most men give up active duties and retire to the quiet of their own homes." His administration of the school was eminently successful and his influence will be felt for many years to come in moulding the character and conduct of the pupils of the school.

Mr. Alexander Bradley, who had been president of the Board of Trustees during the four years that Dr. Brown served as principal, declined a re-election and the latter was unanimously elected to the office.

When Dr. Brown announced his intention of retiring from the work he, as well as the Board, was sorely exercised in the choice of a principal, for the school had assumed in these years large proportions. Careful inquiry was made of principals, and others connected with the work among the deaf and dumb, for one to take the place. The Board finally elected Mr. W. N. Burt, who had been for many years connected with the institution at Indianapolis, Indiana. The selection of a principal was necessarily largely experimental, and in this case the expectations of the Board have been fully realized. Mr. Burt, besides being fully competent by his previous training to undertake the minor details of a large institution, has proved himself in the capacity of principal, fully competent to meet all the varied requirments of the office. The Trustees are abundantly satisfied with their choice and hope that nothing will occur to disturb the now pleasant relations.

In the spring of 1892 the Board of Trustees authorized the erection of a two story brick building for the industrial training of the girls. In general appearance and internal arrangement it resembles an ordinary dwelling house and is equipped with furniture necessary to carry on the usual operations of housekeeping. It contains a kitchen, dining room, laundry and sitting room on the first floor and five bed rooms on the second.

The latter are so arranged that they may be used for hospital purposes, in case of an outbreak of contagious diseases. The purpose of the industrial school is to instruct the girls in all kinds of house work, such as cooking, sweeping, dusting, washing and ironing, the care of bed rooms, beds and nursing the sick, as nearly as possible under the same conditions that they will find in their own homes when they leave school. The fact is recognized that many of our girls will be called in time to preside over housholds of their own and that too, under conditions that will call for the exercise of the most rigid economy. This may be taught to the greatest advantage by intelligent officers in the institution, where right views of life may be inculcated and the dignity of labor impressed. This school has no connection whatever with the domestic department of the institution and must be maintained at considerable expense, but it is just as important that the girls should have opportunity to prepare themselves for the duties that will devolve upon them in after life as that the boys should be provided with shops in which to learn the various trades, and surely the money spent for this purpose could not be put to better use.

For many years the institution enjoyed one of Nature's greatest household conveniences, an abundant supply of natural gas; but within the past year the price of this fuel was greatly increased and frequent shortages of supply often annoyed us. It became apparent in the winter of 1892 that we could no longer rely upon such precarious fuel; but before we could resort to the use of coal it was necessay to erect a new boiler house and procure new boilers. This building was

placed about three hundred feet distant from the main building in order to afford greater security against fire and to avoid annoyance from the smoke and soot. It was thought best to provide a room in the new boiler house for a dynamo with which to light the institution. We now depend upon the neighboring city for the electric current to supply our three hundred lamps, but should the quality deteriorate or the price increase we could easily introduce our own plant and generate our own light.

From this it will be seen that the institution is in possession of all the buildings and grounds necessary for its peculiar work, the value of which is $250,000. These buildings have been planned with the utmost care and substantially erected. They are pre-eminently fitted for the purpose of their existence. They have been furnished with all the appointments of a comfortable home and all the appliances necessary to the intellectual development and industrial training of those enjoying its advantages. Its situation and arrangements are such as are eminently calculated to secure their moral and physical well being and enable them ultimately to stand side by side with their more fortunate fellows in the battle of life.

As to methods of instruction the management is not wedded to any one system, believing that whatever experience shows to be the best for the individual pupil should be pursued.

We have a growing library of thirteen hundred volumes selected with care, a large proportion of which are especially adapted to the wants of the pupils. For this we are indebted to the generosity of Mr. Andrew Carnegie, who gave $5000 as an endowment, the income of which is year by year spent in the purchase of books. We also have a museum well filled with material suitable for object teaching.

The shops are furnished with the best of tools and are under the direction of thoroughly competent tradesmen, while the intellectual training of the pupils is in

the hands of an efficient corps of teachers who occupy a position in the front rank of the profession.

Such in brief is the history of the origin and establishment of the Western Pennsylvania Institution for the Instruction of the Deaf and Dumb, which came into existence in compliance with a demand imperiously made on behalf of the unfortunate class for whose benefit it exists, and each succeeding year has not only crowned its labors with gratifying results, but also afforded increasing evidence of the necessity for its existence and the wisdom and benevolence of those who so liberally and intelligently have sought to further its interests. From small beginnings in which could be clearly discerned the hand of Divine Providence, it has developed into a thoroughly appointed institution and taken its place as an equal among the various similar institutions in the country. It has all the vigor and energy of youth guided and controlled by the experience of the past and rich in promise for the future.

BOARD OF TRUSTEES.

Term Expires in 1893.

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JOHN G. HOLMES,
D. McK. LLOYD,
JOHN W. CHALFANT,
W. J. MOOREHEAD,
HON. JOHN H. BAILEY,
WM. MULLINS.

Term Expires in 1894.

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HON. THOMAS EWING,
HON. J. P. STERRETT,
HENRY A. LAUGHLIN,
ROBERT S. SMITH,
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THOS. H. LANE.

Term Expires in 1895.

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JOHN B. JACKSON,
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OFFICERS OF THE INSTITUTION.

1893.

PRINCIPAL.

WILLIAM N. BURT, M. A.

INSTRUCTORS,

LINNÆUS ROBERTS,
WILLIAM J. STEWART,
B. R. ALLABOUGH, B. A.,
MISS JENNIE L. COBB,
MISS MINNIE F. SMITH,
GEO. M. TEEGARDEN, B. A.,
A. U. DOWNING,
MISS JENNIE A. SHROM,
MISS MARIA P. ORR,
MISS NANNIE ORR,
MISS FRANCES BARKER.

TEACHERS OF ARTICULATION AND LIP READING,

MISS SOPHIA A. MACMILLAN.
MISS JEAN B. SEARLES.

MATRON,

MISS MATTIE A. CLEMENS.

ASSISTANT MATRON,

MRS. THOS. SCOLES.

SUPERVISOR OF BOYS,

FRANK A. LEITNER.

SUPERVISOR OF GIRLS,

MISS EFFIE J. COLLINGWOOD.

ATTENDING PHYSICIAN,

F. R. STOTLER, M. D.

CONSULTING PHYSICIAN,

JOHN SEMPLE, M. D.

MASTER OF SHOE SHOP,

HENRY BARDES.

MASTER OF CARPENTER AND CABINET SHOP,

JOHN J. BAUGH.

MASTER OF PRINTING OFFICE,

H. L. BRANSON.

CLERK.

C. F. H. HAWKINS.

DESCRIPTION OF THE BUILDINGS.

The property upon which the institution is located is within a short distance of Edgewood station on the Pennsylvania Central railroad, seven miles east of the union depot in Pittsburgh, though less than two miles beyond the city limits. It is accessible by rail from all sections of the state. Being somewhat elevated the outlook is attractive and the drainage excellent. It consists of sixteen and one-third acres of land having a frontage on Swissvale avenue of eight hundred and twenty-two feet, extending back over nine hundred feet. It is surrounded on three sides by streets. The main building occupies a position north of the central portion of the grounds, being one hundred and fifty feet south of Walnut street and two hundred from Swissvale avenue, upon which it fronts. Between the building and the avenue there is a beautiful lawn.

The entire front is separated from Swissvale avenue by a wrought iron picket fence. The grounds are ornamented with trees and shrubbery A semi-circular roadway extends from the avenue to the institution.

The general style of the building is modified Elizabethean. It consists of a basement and is four stories in height. The walls of the basement are constructed of roughly dressed sandstone and those of the superstructure of selected brick, the exterior facing being laid in red mortar. The entire length of the building is two two hundred and sixty feet, the main frontage being two hundred and eight. The center wing is one hundred and fifty-two feet deep. The south, or boys' wing, one hundred and fifty. The basement is nine feet in the clear and contains the kitchen, bakery, store rooms and ironing room under the center wing, bath, wash rooms and large play rooms under the boys' and girls' wings. The first story is thirteen feet high in the clear and con-

tains in the center portion the executive offices; on the right of entrance a reception room, office and library, on the left a parlor, guest chamber and matron's room. On the north side, or girls' wing two large dressing rooms, dry goods room, cloak room, study room, which is thirty-two by sixty-two feet; on the south side or boys' wing, a reading room, assorting room, hat and coat room and study room forty-five by sixty feet. There are porches on both the north and south sides. The rear center wing comprises the dining room which is fourteen feet high in the clear and fifty by sixty-eight feet, with pantries, store and sewing rooms. There is a hall extending from end to end ten feet wide and well lighted. Also outside enclosed corridors from each end wing to the rear center wing by which the pupils reach the dining room and on the first floor and the chapel on the second floor without traversing the main halls. The second story is twelve feet high in the clear and is taken up with the principal's rooms, assistant matron's room, boys and girls hospital, officers bath rooms and dispensary in the front center portion. The rear center wing is devoted to the chapel or assembly room which is twenty-two feet high in the clear and fifty by sixty-eight feet. To the rear of the chapel platform there are two small rooms. The remainder of this floor has on the north side the girls' reading room and seven school rooms and on the south side the museum and seven school rooms. The average size of all the school rooms is twenty by twenty-five feet, all well lighted.

The third story is twelve feet six inches high in the clear. It contains the boys' and girls' dormitories, supervisors and officers rooms; also wash and bath rooms.

The fourth floor is nine feet six inches high in the clear and contains sleeping rooms for the female employes, a pupils' trunk room and a large reservoir tank supplied from the water main of the city of Pittsburgh. There are four main stairways well located for convenience of ingress and egress. Also a fifth extending from the basement to the second story

located in the rear of the center wing. There are four fire escapes, two for the north and two for the south wings. They are of the latest and most approved construction, consisting of iron balconies at each floor with iron step ladders provided with hand railing. There is located at proper places through the building water pipes with hose attached ready for use on each floor; also several chemical fire extinguishers similarly situated.

An elevator for lifting trunks and heavy material conveniently located extends from the basement to the fourth floor.

The building is provided with the most approved steam heating, cooking and laundry apparatus; also a large filter affording pure water for drinking and culinary purposes. It is ventilated by means of four large heated ventilating shafts and is thoroughly lighted by electricity.

The boiler house is forty-five by seventy-two feet, located three hundred and twenty feet distant from the main building with which it is connected by a tunnel and conduit for pipes. It is furnished with three large tubular boilers of more than sufficient capacity for all the steam required for heating and power. It is also provided with a room for the engineer's work shop and one for a dynamo.

The work shop for boys is a substantial brick building two stories in height in which are the carpenter, cabinet and shoe shops and printing office. The former is provided with the best applicances for the work requir- and the latter with a large cylinder press. The basement is occupied by the laundry and vegetable store room.

GALLAUDET LITERARY SOCIETY.

On the fifth of February, 1887, the older pupils formed themselves into a literary society known as the Gallaudet Literary Society, so called in honor of Thomas Hopkins Gallaudet. The society has been in a flourishing condition ever since. Its influence has been very beneficial. The number of active members is limited to fifty, and that of sustaining members, made up of teachers and officers of the institution, to twelve. The officers are elected semi-annually. Regular meetings are held fortnightly on Saturday evenings. The participants in the literary exercises are appointed, and the programme for each meeting prepared by a committee on literary exercises.

The aim is to strengthen the memory and reasoning powers of the pupils and to culivate a knowledge of general literature. The regular exercises embrace the following features: Lectures by teachers or officers, once a month, debates, historical or biographical sketches, declamations or recitations, and pantomimes by pupils, several times a year. Great care is taken in the selection of questions for discussion. One or two sustaining members are present at each meeting, to see that the programme is properly carried out. They make criticisms, give advice and counsel, and occasionally take part in the exercises for the purpose of teaching the art of debating, etc. Parliamentary rules and usage are also taught and practised.

The officers for 1893 are: President, Belle Winch; Vice-President, Sadie Griffis; Secretary, Maggie McBride; Critic, Mr. B. R. Allabough; Sergeant-at-arms, Joseph T. Bailie, Committee on literary exercises, Mr. Frank A. Leitner, Robert Hurst, and May Toomy.

WESTERN NEW YORK INSTITUTION

FOR

DEAF-MUTES,

ROCHESTER, N. Y.

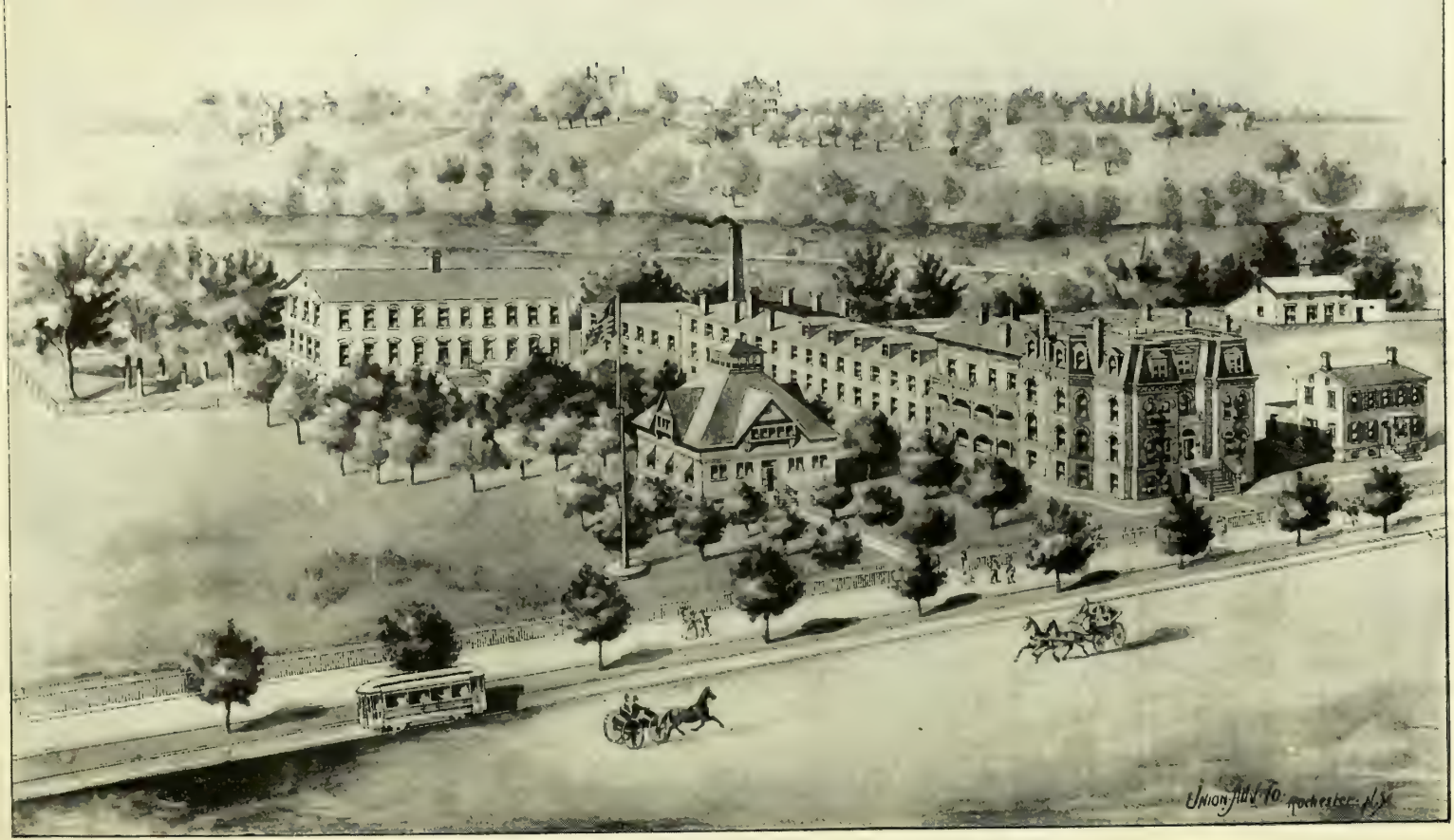
HISTORICAL SKETCH.

1876=1893.

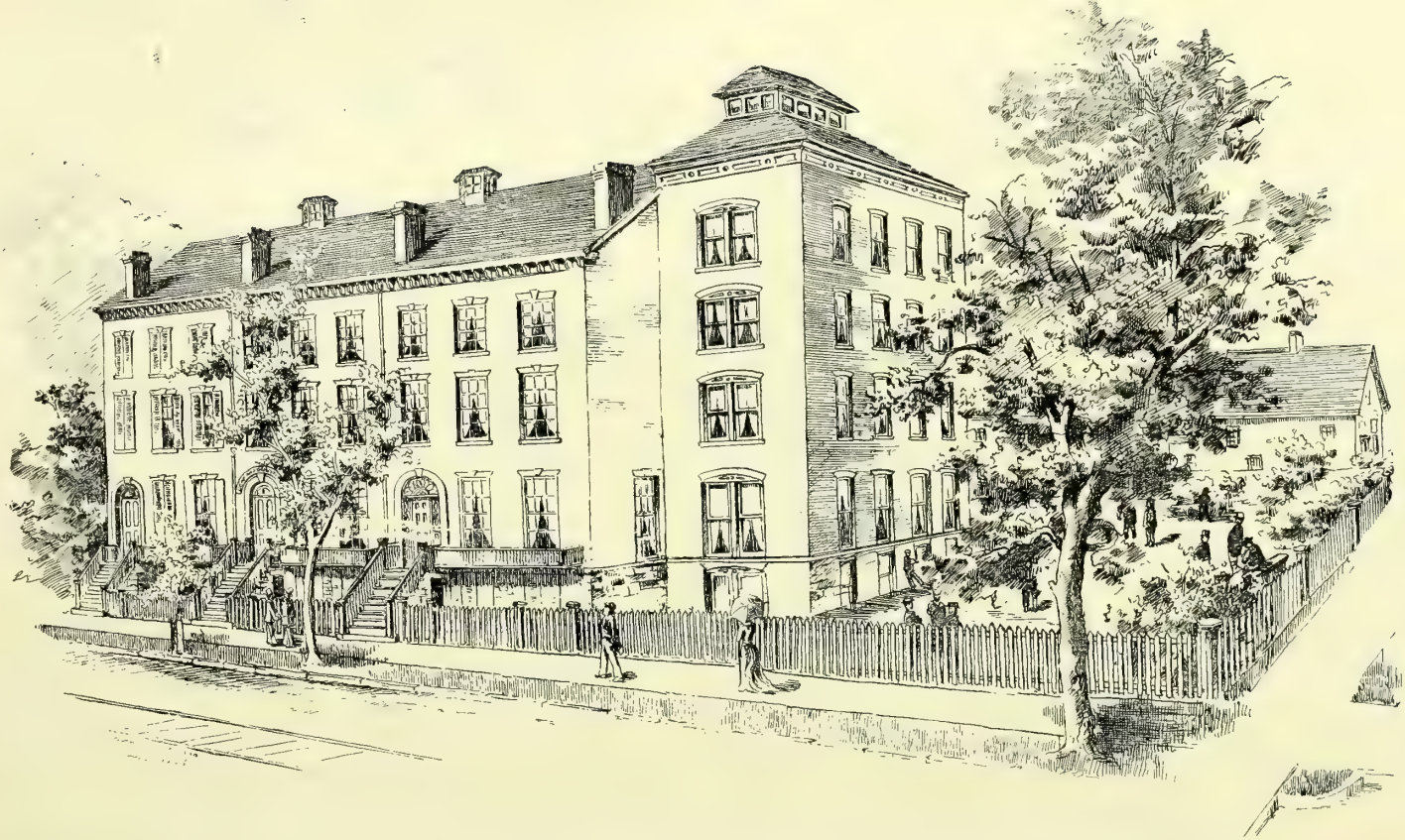
PREPARED FOR DISTRIBUTION BY THE VOLTA BUREAU.

PRINTED AT THE INSTITUTION.

1893.



WESTERN NEW YORK INSTITUTION FOR DEAF MUTES.



THE RILEY BLOCK AND HOUSE ON SOUTH ST. PAUL STREET, OCCUPIED 1876-78.



J. J. Westervelt

HISTORY OF THE

WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

THE Western New York Institution for Deaf-Mutes was organized at a meeting of the citizens of Rochester, convened by the Mayor, upon the third of February, 1876. The certificate of incorporation was dated, acknowledged, approved, and filed in the Monroe County Clerk's office upon the following day. Through the kind offices of Hon. Neil Gilmour, Superintendent of Public Instruction, the Institution was subsequently recognized as a part of the public school system of the State. By Chapter 331, Laws of 1876, enacted May 15, 1876, it was placed under the control of the State Department of Education, and the supervision of the State Board of Charities, without, however, effecting its eleemosynary character as an independent corporation.

For a long time prior to the establishment of the school it had been evident to the instructors of the deaf throughout the country that it would be advisable to locate a school in Western New York, and nearly three years previous to the meeting in the Mayor's office above referred to, Mr. Westervelt, while a teacher at the New York Institution, had begun to make out lists of deaf children in Central and Western New York who were not in school. Attention was directed to Rochester as a desirable location for a school for the deaf by reason of the number of deaf children in the city and vicinity for whom educational opportunities had not been provided and because of its accessibility as a railroad center.

The project was brought to the attention of Mrs. Gilman H. Perkins of Rochester, whose little deaf daughter had been under the instruction of Miss Mary H. Nodine, the lady who subsequently became Mrs. Westervelt. Mr. and Mrs. Perkins proposed that Mr. and Mrs. Westervelt should come to Rochester and start a private school, the support for which they, with others, were ready to guarantee. From that time until now the school has had no more cordial supporters or more capable and appreciative advisers than Mr. and Mrs. Perkins, and the school owes them a deep and lasting obligation. In considering their proposition, Mr. Westervelt urged the advisability of having an *incorporated* institution, so that, instead of being limited to children of wealthy parents, the school might be open to all deaf children in this part of the State who had not theretofore been provided with proper educational advantages. Through Mr. and Mrs. Perkins's enthusiastic endorsement, a large number of representative citizens became friends of the movement and showed a hearty interest in the meeting which was called formally to consider the advisability of organizing a school for the deaf in Rochester. Prominent among these was Dr. Martin B. Anderson, President of the University of Rochester, and a member of the State Board of Charities.

Dr. Thomas Gallaudet, a member of the Board of Directors of the New York Institution, was present at the meeting of organization and favored the establishment of the school, on the grounds that the New York Institution was overcrowded, and that the existing schools were not adequate. He offered the following resolution:—

Resolved, That it is expedient to found in this city an institution for deaf-mutes which shall be known as the Western New York Institution for Deaf-Mutes.

Mr. Westervelt then presented a statement showing that there were, according to the usual proportion of deaf-mute children of school age to the population, over four hundred deaf children in Western New York. As the result of a partial enumeration of deaf children of school age who had never been to school, a list numbering one hundred and twelve had been obtained through correspondence. An additional list included the names of thirty deaf-mutes, whose ages were above the legal school limit, who had never attended school, and who were too old to receive much benefit from school privileges. The pitiable condition of these adult deaf-mutes was owing to the fact that there had been no

school in Western New York to which they could be sent. There were also at that time one hundred and seventy pupils from the western counties attending the New York Institution, Washington Heights. It was thought that if these should be withdrawn, and no pupils sent there from Western New York, the number in attendance at that Institution would not be diminished, as their places would be filled by children not then attending any school. It was reasonable to believe that the proportion of neglected children in the eastern counties who had been prevented attending school because there was no room for them, was as large as the presented list showed it to be in the western counties of the State. Undoubtedly most of the one hundred and twelve enrolled in the list presented, would quickly avail themselves of the opportunity to attend a school in Rochester, and besides these there would be other applicants. The normal attendance of the school might be expected to average one hundred and fifty to one hundred and seventy-five pupils, and might possibly reach two hundred.

In consideration of the interest manifested in the project, the school was organized at once by the election of a Board of Trustees, which was constituted as follows: *President,* Hon. E. Darwin Smith; *1st Vice-President,* Hon. George G. Clarkson; *2d Vice-President,* S. A. Ellis; *Secretary,* Edward P. Hart; *Treasurer,* Gilman H. Perkins: Trustees, George G. Clarkson, Oscar Craig, S. A. Ellis, William S. Ely, Aaron Erickson, Dr. Thomas Gallaudet, Edward P. Hart, S. A. Lattimore, L. H. Morgan, Gilman H. Perkins, S. D. Porter, M. F. Reynolds, C. E. Rider, E. Darwin Smith, and Seth H. Terry. On the following day, February 4, 1876, the Board met and adopted a Constitution and By-Laws, appointed committees, and elected as Superintendent, Zenas F. Westervelt.

The school was opened October 4, 1876, in buildings located on the corner of South St. Paul and Court streets, the site since built upon by the Young Men's Christian Association.

The buildings consisted of a block of four houses upon South St. Paul street, used as living rooms by the older pupils, and as schoolrooms by the whole school; a small frame house upon Court street, used as a kindergarten for children under twelve years of age; and a brick building in the rear, used for hospital, laundry, and servants' rooms. The school was very comfortably accommodated. The united yards of the buildings, together with a large open lot upon the corner south of the

block, afforded liberal playgrounds, considering that they were in the center of the city. Upon the opening day there were twenty pupils in attendance, the youngest being five years of age, and the oldest twenty-three. By the close of the first school year the number increased to eighty-seven.*

During the second year of the school the Institution leased, and in 1888 purchased, valuable city property which had been used as a Children's Home, located in the northern part of the city. The buildings were readily adapted to the needs of the Institution, as they had been designed for similar purposes. For some months the school was divided, one part remaining in the buildings upon the corner of South St. Paul and Court streets, and the other occupying the newly leased buildings. In order to adapt the new quarters to the accommodation of the entire school, it was necessary to construct additional buildings for dormitories, dining-rooms, shops, and schoolrooms.

The Institution property, located two miles from the center of the city, upon North St. Paul street, comprises seven and a half acres, and has a frontage of 826 feet. In front of it the city presents an almost level expanse of streets and houses;

*During this, and the succeeding years, the attendance has been as follows:—

1st year,	1876–1877— 87	9th year,	1884–1885—180
2d "	1877–1878—115	10th "	1885–1886—183
3d "	1878–1879—133	11th "	1886–1887—190
4th "	1879–1880—135	12th "	1887–1888—184
5th "	1880–1881—132	13th "	1888–1889—176
6th "	1881–1882—134	14th "	1889–1890—171
7th "	1882–1883—162	15th "	1890–1891—167
8th "	1883–1884—175	16th "	1891–1892—173

17th year, 1892 to present time—165

The total number in attendance since the opening of the school has been 387. The counties from which pupils have been received, with the number from each respectively, is as follows:—

Albany	8,	Livingston	14,	Schoharie	1,
Allegany	10,	Lewis	2,	Schenectady	1,
Cattaraugus	9,	Madison	4,	Schuyler	3,
Cayuga	16,	Monroe	89,	St. Lawrence	2,
Chautauqua	14,	Niagara	9,	Seneca	5,
Chemung	14,	Ontario	12,	Steuben	18,
Cortland	3,	Onondaga	14,	Tioga	1,
Delaware	1,	Orleans	7,	Tompkins	8,
Erie	60,	Oswego	2,	Warren	2,
Genesee	13,	Rensselaer	1,	Wayne	18,
Jefferson	1,	Saratoga	1,	Wyoming	10,

Yates 10, From out of the State 4.

it is therefore a surprise for one to find in the rear of the property a gorge, two hundred feet deep and fifteen hundred feet wide, through which the Genesee river runs. A hundred rods up this gorge are the Lower Falls of the Genesee which are over ninety feet high. On the side of the river opposite the Institution is a steamboat landing, and a picturesque summer hotel with boat livery, about which, during the summer season, there is a great deal of life. Only the top of the farther wall of the river gorge can be traced in our illustration, the hotel, steamers and boats being far beneath. For a short distance above the falls, and for two miles below them on the east side of the river, the bank and adjoining property have been secured by the city for a public park.

During the summer vacation of the fifth year of the school a fire occurred. The buildings had all been prepared for the opening of school in the fall, and the Principal and most of the members of the school were away. The family was therefore very small, numbering but two or three officers and two children, one of whom, was returned to school near the end of July because he was ungovernable at home. Soon after his arrival he succeeded in evading, for a few moments, the supervision of the officer in charge of him, and set fire to a quantity of shavings in a shed beside the carpenter shop. A gale of wind was blowing at the time and the fire was soon under strong headway. The front part of the main building was saved, but the rear portion, together with the shops and school building, was destroyed. The damage to buildings and furniture was estimated at $10,000, and the insurance recovered was a little over $5,000. This insurance did not cover the separate buildings used for shops. At this time the school received donations amounting to $1,400, $1,200 of which, came from officers of the school. Before the opening of school in the fall new buildings were erected to take the place of those destroyed. The expense for repairs and improvements amounted to $40,000. To secure the loan, which this expenditure made necessary, the Superintendent mortgaged his private property. Since that time an additional $40,000 has been expended in improving the buildings and their furnishings.

The frontispiece is a good representation of the present Institution buildings. Surrounded as they are with well ordered grounds they present an attractive, and homelike appearance, and

afford a pleasant introduction to the Institution. In the plate, however, the trees are made to appear relatively small, else they would have quite hidden the buildings.

THE MAIN BUILDING extends nearly across the property, and separates the boys' playground from that of the girls'. This building is sixty feet front, and one hundred and twenty feet deep. The front is of brick, and has a high basement, two stories, and a Mansard roof; the middle portion, two stories high, is of wood; and the rear portion of brick. In the front part of the main building are the offices and living-rooms for the officers; the playrooms, reading-rooms, lavatory, and dressing-rooms for the boys, upon the north side (not seen in the plate); and rooms for like purposes for the girls upon the side of the house that is shown. The bedrooms for the girls are on the second and third floors of the front building, and the sewing and cooking classes have their work-rooms in the basement. The dining-room, which accommodates the entire school, is sixty-five by forty-five feet, and occupies the first floor of the middle section. The entire second floor of this portion of the building is occupied by the boys' dormitories. In the brick portion, in the rear of the dining-room, are the kitchen, bakery, and store-room: and still further back, is the carpenter shop, and the lumber room; above which is the printing office ; and in the basement underneath are the boiler-room, coal shed, paint shop, and boys' toilet closets.

The boys' and girls' rooms upon either side of the house, are effectually separated by closed partitions. Both the boys' and girls' departments communicate directly with their respective playgrounds and with the offices.

THE SCHOOLHOUSE is south of the main building, in about the center of the grounds; it is fifty-five by sixty-five feet, and contains seven schoolrooms and the chapel. The classrooms are attractive; well furnished and lighted; and in size, and general arrangement, comfortably accommodate our primary, grammar, and high classes.

THE KINDERGARTEN building, in the rear of the schoolhouse, is a pleasant and commodious two-story brick structure with basement, forty by one hundred and twenty feet. On the first floor of this building there are four schoolrooms, and two large playrooms which are also used as classrooms; on the second floor, two dormitories for the children, with a bedroom between and opening into each, for the two attendants.

THE LAUNDRY BUILDING, a little north of the main building, is a two-story frame house, the basement of which is fitted up with complete steam laundry apparatus with power; the steam being brought from the boiler-house in the rear of the main building. The first and second floors of this building are occupied as sitting-rooms and bedrooms for the housekeeper and domestics.

THE HOSPITAL for contagious diseases, distant a hundred rods from the main building, is a large cottage which can accommodate thirty-five patients and their nurses. It is a two-story frame house, forty-five by eighty feet, and on the ground floor has five large rooms. It is provided with a range and other conveniences for its independent maintenance, and is always kept in readiness for use. This building is not shown in the illustration. In the main building there are also hospital rooms, for use in cases of slight ailments.

The Western New York Institution for Deaf-Mutes was opened as a "Combined Method" school. A large portion of the pupils in attendance during the beginning years had previously been at other schools for the deaf where they had acquired the sign language as their mother tongue. While the Board of Trustees, faculty, and friends favored teaching speech to every deaf-mute child, it was thought that the method best adapted for instructing the deaf in a school, and the one productive of the best general results was the sign method, to which other features could be added under the name of the "Combined Method." This term as applied to our school at that time signified, teaching the English language and common school branches through the language of the De l'Épée gesture signs "combined" with instruction in and through speech, and through the manual alphabet. The lectures delivered in chapel, the blessing at table, and public and private prayers, were conducted in the De l'Épée gesture language, as was also the principal part of the communication between pupils, and generally between them and their teachers. The class of beginning children was taught exclusively through manual spelling. Except in this class of beginners and in the articulation classes, the English text of lessons was explained by the teacher in the language of gesture signs, which was the acknowledged vernacular of the pupils. Recognizing that there is always in the use of any language, as in any mental and physical habit, a tendency to

deteriorate unless care be taken, pupils present during the first two years of the school were frequently drilled for sign exhibitions, and thus instructed upon the choice and correct form of the concept-signs of the gesture language. Pupils were taught to avoid slang signs and to use the language gracefully. The gesture language, however, was used only as a means to an end; *i. e.* that through it instruction in English might be given to the deaf, and the school claimed that it was used no more than was necessary to this end. During the second year the school undertook to find how far it was necessary or advantageous to use this foreign language for the purpose of introducing American born children to the English tongue. It became our conviction that English was naturally as intelligible to the deaf as to the hearing and, in its spelled form, could readily fulfil to the deaf all the functions which, in its spoken form, it does to the hearing. This conviction that the deaf should be educated in and through the vernacular language of the country in which they live was founded principally upon the following propositions:—

That there is no such thing, from natural causes, as a deaf-mute mind, and consequently there can be no inherent and real need for a deaf-mute language. The deaf are cut off from one avenue to the mind, but aside from this their powers and faculties are the same as those of the hearing and capable of like cultivation; and

That the language which is important for the teacher to use as the medium of instruction in school, is equally important for the pupils to use as a medium of intercourse out of school. The time spent by children in reading the language the teacher gives them, and in composing language under the teacher's direction, occupies but a small portion of the day compared with the time that the pupils spend in putting their own thoughts into definite form, and in conversation with their schoolmates and others both in and out of school.

The determination of the school to make the experiment,—the first effort of its kind in the education of the deaf,—of dispensing with the language of gesture signs throughout the family life and all school exercises of its pupils, and to substitute therefor manually spelled English, was announced in a paper read by the Principal before a Convention of Educators of the Deaf, at Columbus, Ohio, in 1878. We take pleasure in quoting

in full the remarks made by Dr. Isaac Lewis Peet, then Principal of the New York Institution, which closed the discussion following the reading of this paper:—

"Mr. President, it seems to me that the last speaker has struck the key-note of this whole matter. (The previous speaker, Mr. Carroll, laid down a criterion by which new methods must be judged.) It seems to me we ought to feel very grateful to Mr. Westervelt for the kind spirit in which he comes forward to make an experiment in behalf of the whole profession. If this experiment is a successful one, and by means of that we raise the deaf-mutes to a higher knowledge of language, it is our duty to thank him. It is now our duty to bid him God-speed, and yet I know the man well enough to believe that if, at the end of a reasonable period, this experiment is not a successful one, he will return to his old methods."

During the summer of 1886 a convention was held at California, at which the Superintendent read a paper upon the kindergarten, and exhibited examples of kindergarten work showing the method of instruction.* There were also presented graded lists of reading. Another feature of the work with regard to which at that time the profession especially wanted testimony was the result of the experiment entered upon by the Rochester School eight years before, and to the method by which the result had been accomplished. The Superintendent stated that English had practically become the only language used in the school. It might be that occasionally a pupil would be sent to him because he had been seen to make a sign, as at this time every one who was seen to make a sign was sent to the Superintendent, though earlier in the development of the "experiment," it was only the persistent sign-maker who was sent to the office. We made the positive rule that all must use English. The Superintendent is thoroughly familiar with the De l'Épée language of gesture signs and so also are many of the pupils, but they have been under a personal constraint not to use it at all in talking with their fellow schoolmates. If a child used "signs" he was sent to the office, the Superintendent asked him if he could express his thought in good English, if he could he was told that he must, for his own sake and the sake of the other pupils of the school. If he did not know how he was made to repeat his De l'Épée words to the Superintendent, who then gave him the English translation, and this he was required to use. Little deaf children when they are admitted to school

* Copies of this paper giving a detail of the kindergarten work at this time may be obtained from the Superintendent of the Rochester School.

have generally but few concepts, for which they have devised conventional signs intelligible to those most familiar with them; for these concepts new word signs must be learned upon entering school, whether the language in common use be English or De l'Épée gesture, and it is as easy for children to learn the English word sign as to learn the conventional signs for ideas in any other language.

The most potent argument with our pupils was found in the question whether they would be Americans or foreigners in their mode of intercommunication, whether or not they would be loyal to their country in their use of its common tongue. The pupils were made to realize that the language they used would be an indication of their nationality. We may be in America and breathe American air, but if our language is foreign we are to that extent foreigners. Loyalty to our country and our flag, to our institutions and to the language in which they are preserved, is a patriotic sentiment that appeals strongly to every child.

The services of no teacher, officer, or employee who failed habitually to use good English with pupils could be retained by the school. Everyone was expected to use English, and the positiveness of this expectation and its persistency accomplished the object. English thus became the only language understood by a considerable portion of the pupils.

In mid-winter of the twelfth school year, the little hearing son of the Principal, who had just passed his fourth birthday, was, because of the inclemency of the season, temporarily withdrawn from a kindergarten in the city, which he was attending, and sent to our kindergarten. The little fellow was not then able to communicate through spelling, but within a few days he acquired the ability to read the manually-spelled directions of the teacher. He was with the E class and was allowed to entertain himself by doing what the others did. He enjoyed his association with the children and was averse to returning to the kindergarten in the city. Since that time his education has been continued in our kindergarten and graded classes greatly to his advantage. His recitations have been conducted mainly through manual spelling, as he has not been a member of the oral classes. The principles which this incident emphasizes, have had other demonstrations in our work, but none more marked and convincing. These principles are:—

That manual spelling need not be taught, as children can pick it up naturally through association. This little hearing child learned to communicate in this way in a surprisingly short time; with no more knowledge of what is usually understood by "spelling" than he had of phonetic analysis of speech;

That manually-spelled language affords exact, easily acquired, and agreeable means of communication. If the association of this hearing child with the deaf had been less pleasurable than with hearing children, or if there had been any mental weariness caused by the medium of communication in conversation with playmates and in the school exercises, the child would have preferred to return to the hearing kindergarten; and finally,

That it is an advantage to hearing children, as well as to the semi-mute and the deaf, to conduct their literary instruction through the literary or orthographic form of language. This little boy has made greater advancement in the manually-conducted classes than he would naturally be expected to make in a school for the hearing.

Our kindergarten and beginning classes are supplied with a museum of toys, illustrative apparatus, story books, and pictures, with samples of manufactured articles in various processes of development. Pupils of the older classes make visits to factories and shops, and to natural history museums. The classes are taken from the schoolrooms upon walks about the premises and to other parts of the buildings, to the park, into the fields and woods, and are made to feel the pleasure and the power there is in knowledge and in the enjoyment of its possession. Language is given in grammatical order. The child does not depend upon his teacher alone for a supply of interest and instruction, but through his walks and collections and from the talks which his teacher gives upon all occasions the child finds "books in the running brooks, sermons in stones, and good in everything." Language in its written form, through manual spelling, is more readily acquired and easily used by the deaf than is language upon the lips. It is the principle of our method of instruction that the child has a right to receive instruction through that form of our language which he can understand most readily, with the least strain of attention, and the least diversion from the thought to the organ of its expression.

The printing press is found a very important aid in primary instruction. As our little children are taught to communicate

through the manual alphabet, the printed page early becomes intelligible to them, provided it contains anything associated with childhood's world. We began in the fourth year of our school the publication of a daily paper for use in the classrooms. In this paper the little ones see their own names and the names of persons with whom they are familiar ; they read of things that are going on in the Institution household, or are so connected with the Institution or with the family life, that they are interested to make an effort to read and to understand. The school receives a large number of magazines and papers which give the pupils information with regard to other schools for the deaf and the general reading of the day. Each department of the school is also provided with a library, and for every grade there is a selected course of reading. The pupils above the third year in school, or the third class, have a special library list arranged for each grade from which they are required to read forty books a year, as a condition of promotion.

The grading is similar to that followed in the public schools of Rochester; the same, or similar text-books are used; and the same standing is required for admission to grades. Pupils are advanced upon the record of the year's study and recitations, if the average standing for the year is above 80 per cent. If the standing is below 80 per cent. the pupil is examined and, if the examination is satisfactorily passed, is then promoted. The pupils from the kindergarten are promoted to the Primary department after having passed through the kindergarten course. Above the kindergarten, in the regular graded department of the school, there are five grades in the Primary department; three in the Grammar; and three in the Academic.

Speech has always occupied a large share of the school's daily exercises. The Rochester school began its work with two expert teachers of speech, and from the beginning faithful effort has been made to teach every pupil to speak and to read the lips as their most convenient means of intercourse with the hearing. The school has always relied upon the speech of its pupils to interest the general visitor. So much importance, however, has been attached to the manual feature of the Rochester method that even friends of the school have been apt to overlook the very large share of its work which has ever been given to accustoming its pupils to speak. In the beginning classes and in the kindergarten, at least one-third of the time of

every day has always been spent in speech and speech-reading exercises. Not only have the pupils been practiced in speech and speech-reading during recitation periods that have been assigned for this purpose, but the supervisors in charge while out of school have spoken with the more advanced and with those who learned to speak before losing their hearing, so that the time that has been given to the use of speech as the means of intercourse cannot be stated. Speech is a great desideratum, but we find that we want it no more than the children do when they have acquired mental power and development. Speech is an instinctive necessity to the full mind. "Out of the fullness of the heart the mouth speaketh." There has never been a time since the school was organized that there were not classes in which speech was used as a means of instruction, neither has there been a time when there were in school any pupils who had not been taught speech, though there have been some who had so strong a prejudice against speech and made such unsatisfactory progress that work with them was unprofitable and after laboring with them for years the efforts to induce them to speak were discontinued. The spirit of the pupils has since changed in this respect, and all are growing to realize the value of speech to the deaf, and the desire to speak has become general throughout the school.

In the fourth and fifth years the number of teachers in the school engaged in teaching speech had increased to four. In the graded department speech and speech-reading were in charge of Miss Hamilton, and under her direction Visible Speech charts and other charts were made, exhibiting vocal combinations and the laws governing speech, and were used as lessons for sysmatic development.

At the end of our seventh year a little thirteen year old girl who had received all her education and speech training at this school spoke and read the lips so well, that she was withdrawn from the Institution, in order that she might enter upon the regular studies of a young ladies' seminary with hearing girls of her own age. Her subsequent advancement, her interest in her studies, and her easy and natural association with her schoolmates gave pleasure to her parents and satisfaction to our school. Influenced by this achievement, it was decided in the ninth year that the instruction and intercourse of the advanced kindergarten class when promoted to the senior building should

be restricted to speech and speech-reading. It seemed that a class of children so bright as this, with the power of fluent speech and easy speech-reading it possessed, might with advantage leave the manual alphabet behind it in the kindergarten and thereafter make easy progress entirely through speech-reading. Accordingly, a special teacher of speech was employed for this class, which started in the fall of 1885 in the primary department with every promise of success. The interest of all the school centered in this experiment, which was to be a graduation from the manual-oral method, begun as an experiment at the Rochester school, to the speech-reading-oral method, which had the endorsement of a hundred years of accepted work. From day to day, either Miss Hamilton, Mrs. Westervelt, or the Superintendent, and sometimes all three, were at work with the teacher of the class, helping to the success of this undertaking. The class was taught entirely through speech-reading. No spelling was used in the schoolroom, and the pupils were especially urged to limit their out-of-school intercourse to speech and speech-reading. It was a great disappointment to find that the class made comparatively little progress in literary work. Its advancement, compared with that made by other grades taught principally through the manual alphabet, was not commensurate with the labor that was expended upon it, and the experiment was abandoned.

Early in the following autumn the little girl who left three years before to enter a seminary for the hearing returned to school. The account she gave of her experience was that during the first year at the seminary she was able to carry on her studies with entire satisfaction to herself and her teachers. The vocabulary that she was called upon to use in her school work was the same that she had been made familiar with while under the direction of the trained specialists in speech-teaching at the school in Rochester. The next year with advancing studies the vocabulary enlarged and her difficulties and discouragements were serious, but in the third year she was completely discouraged and gave up. The class of which she was a member had taken up the study of the sciences, and of French and Latin, in each of which there was an entirely new vocabulary, so that it was necessary not only to speak series of new terms in explaining understandingly and intelligibly the intricate subjects of the new studies, but also to read on the lips the unfamiliar words, and

still worse the unfamiliar subject-matter which the studies involved. Her teachers had been greatly interested in her and had desired to help her to keep on with the work of the school, but they were not skilled in teaching articulation or speech-reading and could not give her the help she needed. Her trying experiences and disappointments seemed to seriously affect her desire to speak, and after her return to school it was difficult to interest her in speech work. This was also more or less the case with the class who were being taught through the speech-reading-oral method and with those who influenced the sentiment of the school. The same painstaking labor was given to the teaching of speech as before, but there was no longer the anticipation that the classes could be given the advancement and familiarity with English which would make speech-reading as rapid, exact, and satisfactory a means of acquiring new language or a knowledge of new subjects as intercourse through the manual alphabet had proved itself to be.

The development of the methods of language teaching in our school has led to such changes in speech-teaching as were necessary to bring it into harmony with the general work of the school. During the first six years speech was taught analytically; that is elements were first taught, and words and sentences were built up from the sounds. In September, 1882, we adopted what has been termed the "Word Method," and in the autumn of 1891 the Synthetic Method was introduced. Our youngest children are now from the start given the unit of thought, whether it be a phrase or a sentence, and the analytic work is taken up only with the advanced pupils. About half the recitations of the High Class are conducted by speech and speech-reading.

Never were our pupils so convinced of the value of speech as to-day, and never had they so much confidence in their possession of the power. This was recently demonstrated in a way which greatly surprised and gratified the faculty. The older pupils of their own motion and unassisted, arranged the programmes for a series of literary entertainments, which were conducted entirely in speech. The pupils chose their own selections and recited them without special preparatory drill from any of the teachers. Formal invitations were sent out by those taking part in the entertainments to officers, teachers, and higher class pupils, and also to a few friends in the city. The interested and enthusiastic enjoyment of the invited guests has

been a demonstration to the pupils that their acquired power of speech has a practical utility beyond that of mere convenience, since it may be used as a grateful means for entertaining their friends. Familiar selections having been chosen, the recitations were thoroughly enjoyed through speech-reading by the pupils themselves, and thus the principal purpose of the entertainments was attained.

ADULT SPEECH-READING CLASS. Every year since 1884 Miss Hamilton has had a class of one, two, or three persons who lost their hearing in adult life and who are either totally deaf or whose hearing is so defective as to make speech-reading a desirable acquisition. Those who have received instruction in this class have been persons of education and have gained facility in speech-reading in a limited number of lessons. The first to receive this instruction was a young man, teller in a bank, who lost his hearing suddenly through severe illness, and for some months had been shut out from the world. In addition to his special training he entered our classrooms with the pupils, and after twelve weeks was able to read the lips surprisingly well, so that he could understand the speech not only of Americans, but of all persons who spoke to him on business at the teller's window in the bank, in German, French, and Swede. He said that when reading the lips his apprehension of the language meaning of the motion of the teacher's lips was so natural that it was often necessary for him to place his hand upon her back to assure himself by feeling that she was actually talking without voice, to convince himself that he had not heard what had seemed so real to him. It is not unusual for one whose growing deafness has become a serious burden, after a period of training in speech-reading, to gain such facility in understanding the speech of everyone about him, as to feel positive that hearing has been restored. The best examples of speech-reading that the world has seen are not found among the deaf who have acquired all their training through reading speech upon the lips. They are found among those who have acquired their knowledge of language first and then have had recourse to this art. The speech-reader must have richness of mental resources and the power of synthesis largely developed, so that having fragments of speech presented to the eye upon the lips, he can without conscious mental effort, perceive the thought, as the naturalist from

fragments is able to construct a complete, perfect form, supplying the missing portions from his knowledge of the necessary relations of the parts.

Visible Speech,* an alphabet of significant characters which represents the positions and action of the vocal organs in speech, has been found very valuable in our speech work. During the first five years of our school it was used by the older pupils in writing speech exercises, and Visible Speech charts were used in teaching articulation to all our classes. It was then discontinued for several years, but was later resumed with the advanced classes. Visible Speech is an exact and reliable aid in correcting faults in speech and in teaching the pronunciation of new words, but its characters are somewhat complicated and difficult to make, rendering its writing slow. This suggested the desirability of a phonetic manual by which the hand could with equal exactness present positions taken by the vocal organs in speech. Unsuccessful attempts to supply this demand made the school quick to appreciate the phonetic manual that was brought to our notice in 1890.

The Lyon Phonetic Manual, devised by Mr. Edmund Lyon of Rochester, has fully met all possible requirements in the graphic description of the formation of speech sounds both detached and combined, in the representation of the continuity of ordinary speech, and in the ease of its acquisition. The Manual as it was first presented to us was based upon the principles of stenography, which may be aptly termed visible hearing, since it represents sounds as they are heard. Subsequent knowledge of the methods of teaching speech in the school led Mr. Lyon to discern the requirements which would be fulfilled by a satisfactory phonetic manual. He then devised a second manual which was based upon Prof. A. Melville Bell's scientific analysis of vocal utterance and in perfect accord with the manual-oral system of instruction of the school.

An illustration of the Manual positions necessary for the representation of English words is given as an appendix (page 52). The Manual has been beneficial in our speech work in proportion to the degree in which it has been used. The number

Note.—"English Visible Speech in Twelve Lessons,"—a little booklet prepared by Prof. A. Melville Bell as a popular text-book of this system of speech-writing has been recently published for the author at this Institution.

of pupils who can use it with facility is constantly increasing. For two years it has been a means of instruction in some of the recitations of two of the classes in the kindergarten and in three of the more advanced classes of the graded department. The speech of the pupils who have thus employed the Manual has become more fluent, continuous, and easy, as well as more intelligible than that of the pupils in other grades who are less familiar with it but who have otherwise received substantially the same training and instruction. The classes in the grammar and academic department are now using this manual with nearly all their recitations.

AURICULAR TRAINING has been an important feature of the work of our school, as we have found that a large portion of the pupils are possessed of some hearing, and that the hearing does improve. It has been our custom for a number of years to give our pupils two examinations each year, testing the degree of hearing and recording it by the following scale:—

1. No hearing.
2. Can distinguish loud voice with tube.
3. Can distinguish vowel quality and pitch with tube.
4. Can distinguish vowel quality and pitch without tube.
5. Hard of hearing.

The advantage in thus determining the hearing that pupils possess is that the teachers, bearing constantly in mind the pupils' degree of hearing, are enabled to give them aid by the use of the tube, in gaining the idea of pitch, of inflection, and of certain sounds. Pupils are encouraged to use the conical ear-tube with double mouth pieces, devised by Prof. E. H. Currier, Superintendent of the New York Institution for the Deaf and Dumb.

Three pupils who were received as congenitally deaf have, through the regular training in the speech class with the attention that is given to cultivation of the hearing, acquired not only the power to speak and to read the lips, but also a sufficient power of hearing to constantly help them in conversation, and these pupils have less difficulty in understanding speech than do many of that large class of persons who are called "hard of hearing."

THE KINDERGARTEN was gradually developed during the first and second years of the school, but was not fully established until the beginning of the third year. Soon after the opening of school a separate building was provided as the out-of-school home for the little children where they were afforded

opportunity to play under the direction and care of a supervising officer. The advantage gained by this arrangement was twofold,—the members of the beginning class were separated from the older pupils so that they had opportunity to use the spelled language they had been taught in the classroom, and they were directed in their play so that all their time was occupied in ways that interested and profited them. We were working in the true kindergarten spirit, although our methods at that time did not attain to the scope and sequence of the kindergarten system.

During the first two years a fruitless effort was made to secure the services of a trained kindergartner who would undertake to adapt the teaching of Frœbel to the training of deaf children. To this end a number of kindergartens and normal classes were visited in Rochester, Boston, New York, Philadelphia, and Washington. Finally in the third year two young women without experience in kindergartning were engaged to have charge of the little children throughout the day. With them we studied out ways by which the first steps of mental development of deaf children could be conducted according to the recreative and delightfully varied programme of the kindergarten. The minds and hands of the children were kept busily employed every waking moment in interesting and ever-changing occupation under the direction of trained and cultivated minds. In all of these, language, either spelled or spoken, took a principal part and was relied upon as affording a large share of the interest. Words and sentences were given by charts hung upon the walls, and in plays with pictures and toys, or in talks and stories; readings of Mother Goose and other child lore entertained the children, and the songs and poetical jingles that are pleasing to the hearing, were read to them. We did not adopt the gifts and songs of Frœbel, but worked in accord with kindergarten principles, using the stories and whatever is given in the pretty books prepared for children of to-day, and the playthings and games with which they are familiar. In this way we found material for systematic mental and physical development, giving the children language and developing character; training observation and attention; overcoming habits of abstraction and dreaming; and inculcating instead order, system, and propriety of conduct; and, what was also of great importance, filling every day with happiness.

During the succeeding year the school was so fortunate as to secure a course of lectures upon kindergartning by Miss Emily M. Coe of New York, who had quite departed from the beaten track of kindergarten work, making use of nothing that was German if it was not at the same time popularly American. She had been inspired by Frœbel's spirit in devising what she called the American Kindergarten. Later, Mrs. Westervelt and one of her assistants, took a course of training in Miss Coe's normal class in New York, and afterward, through frequent teacher's meetings, the work of our kindergarten was systematized and developed, and the plan of study of the whole school brought into harmonious continuity. Since that time this department has been carried on substantially without change. As the children were accustomed both in and out of school to use our common language they were able to follow in principle, and in most of the work to minute detail, whatever methods or exercises were employed for the kindergarten training of the hearing,—the hands and eyes were trained, and the imagination was cultivated by reading poetry and stories. While we realized the importance of having their mental and physical occupations conducted along lines of continuous development, we felt that it was especially desirable that the language employed in the instruction of the deaf as well as the subject-matter presented in the schoolroom should be in touch with the life and customs of this generation of Americans.

For three years after the removal to North St. Paul Street and until the fire, the kindergarten children were accommodated under the same roof with the older pupils, but with separate supervisors and instructors they were enabled to carry on quite satisfactorily their kindergarten life. In 1881, however, the kindergarten was separated from the older department by the erection of a special building. The new building was ready for occupancy late in the fall of that year. Three additional classrooms for kindergarten work were provided, and the number of kindergarten classes increased to five. In the same building was a room for the class of adolescent beginners or the intermediate class, as it was called. In the kindergarten the value of manual spelling as a means of communication and mental development was most satisfactorily shown. The English language was the mother tongue. Hence the children spelled it easily and learned English idioms as the natural

expression of their every thought. The oral exercises in the kindergarten, which at this time occupied one-half the time of every school day, were made attractive and interesting to the children through the playing of games that would aid in bringing out the free use of the language. The games selected for this purpose were those they had become familiar with through manual spelling and which they most enjoyed.

Industrial instruction was begun as soon as the removal of the Institution to its enlarged quarters, upon North St. Paul Street in 1878, made possible the erection of shop buildings and other necessary provisions for trade classes. The order of school exercises was at the same time readjusted so that the graded classes were divided into three sections, each of which in rotation received literary instruction during two of three equal school sessions, and industrial instruction in the third. Both departments were conducted simultaneously without interference and with one marked advantage. By this arrangement two-thirds only of the pupils were engaged in literary work at a time, the proportion of pupils to teachers was reduced, and the classes consequently made smaller. A similar advantage was gained with the industrial classes, in which training was given one-third of the pupils at a time, continuously throughout the day. The routine that was then adopted is still maintained. Technical instruction was given in carpentry and joinery, gardening, and shoemaking for the boys; and housework and dressmaking for the girls. Instruction in printing was begun in the fourth year. These industries were selected because other schools had found them most satisfactory. The printing, however, was undertaken principally that it might furnish the younger classes with reading. The industrial instruction has not only given the pupils valuable training, but it has enabled them by their own work, to contribute very largely to their own comfort and profit, and to the benefit of those who come after them. Under the direction and with the assistance of supervisors and foremen, they have done the housework in the pupils' living rooms, their own mending and dressmaking; have finished, furnished, and decorated rooms and halls; have erected verandas, stairways and additions to the buildings; and have printed lessons for school use, and The Daily Paper for Our Little People,—a little daily paper which has furnished our friends with a weekly letter

giving an account of all that is going on in the school. Members of these classes are first put at practice work, and taught necessary technical language, and are by successive steps brought up to the standard of well trained journeymen. Handicapped as the deaf are when competing with the hearing, they have the right to such training as shall fit them to enter this competition with the assurance that they may secure and fill positions in which they can at least gain a livelihood.

A COOKING CLASS was started in the spring of 1886. It seemed desirable that Mrs. Westervelt should take personal charge of the class, at least until its work was systematized and the lessons for the full course written out. In order to enable her to perfect plans for the work Mrs. Westervelt took a course of training at the Boston Cooking School under Mrs. Lincoln. From time to time our class has given exhibitions of their training and skill by cooking and serving dinners and teas for classes in the school, for friends, and for the trustees, at which all the food has been prepared by the pupils themselves. The graduates from this class have given most satisfactory proofs of the value of the work. Some of them are now in charge of happy homes, and their skill in housekeeping, the management of their kitchen and dining-room arrangements and cuisine, contributes not a little to their happiness and usefulness and to their worth as helpmeets. Mrs. Westervelt continued to have charge of the class up to the fall of 1892, when she was compelled to leave the work to others.

ARRANGEMENT OF CLASSES. In the first year at South St. Paul Street we followed the custom that is frequently adopted in "combined method" schools. Each class was assigned to a teacher who taught all subjects studied by the class except speech, for which pupils were withdrawn from the "regular classes," from time to time during the day, as their classification in accordance with their ability to speak and to read the lips made necessary. This prevented the uniform progress of classes in the studies from which pupils were withdrawn and caused a dissatisfaction on the part of both teacher and pupils with speech as a cause of the irregularity. At the beginning of the second year, recitation periods of all the classes were made of uniform length. Changes of classrooms were made at the same time by classes which generally pursued the studies of the grade together, although when it was advisable, this arrangement made

it readily possible to have pupils recite with different grades in special subjects. Every teacher became in a measure a specialist, for all the classes pursuing a common subject recited to the one to whom the subject had been assigned, and a teacher was no longer responsible for all the work of any grade, but for the advancement of the several classes in a special subject. In the third year when industrial instruction was begun, classes in this department rotated with the literary classes, devoting three periods, or two hours and a half, consecutively to work. At the beginning of the sixth year the departments were divided according to the successive appointments of pupils. The kindergarten received "County pupils," children between six* and twelve years of age. The divisions of this department were distinguished by the letters of the alphabet. A separate class,— the beginners department,— received children over twelve who were not sufficiently advanced to enter the graded classes. Its pupils corresponded in standing to the A, B, C, D, and E divisions of the kindergarten. In the graded department there were five primary classes, three grammar, and three academic or high classes. They were designated by numbers, beginning with the grade last received from the kindergarten and running up through the nine successive grades.

In the literary department one teacher took charge of the classes in speech and speech-reading and gave instruction through speech and speech-reading to classes in literature and in manners and morals. The teacher in charge of place and geography also had classes in United States history. Another teacher had charge of mathematics, and had classes in mental and practical arithmetic, algebra, and geometry. Another had charge of English literature, English history, and physiology. With another, classes had language exercises and speech training, and with still another drawing and art instruction. Every teacher had one or more classes which recited through speech and speech-reading. A similar arrangement of recitations has been since maintained.

The literary classes were in session during six recitation periods daily and had one or more of these periods for reading or study. At the beginning of the seventh year the recitation periods

* By act of Legislature Chapter 36, Laws of 1892, the age at which children are entitled to admission to school and at which County officers are directed to appoint them upon application from parents was changed to five years. This puts deaf children in the State of New York upon practically the same footing as hearing children in regard to public school education.

were reduced to forty minutes, and the length of the day to six hours, four hours in the literary classes and two in the industrial classes, whereas the length of the day had been seven and a half hours, five hours in the former and two and a half in the latter classes. In the kindergarten a similar rotation of classes enabled all to receive their training in the kindergarten occupations, in speech, number, and language from teachers who made these their specialties.

Moral and religious training. Not the least potent of the influences brought to bear upon our pupils is the home thought with which we strive to permeate all the Institution life. True education is an uplifting of the whole nature. Realizing this, we seek first to reach the heart, and through a desire to serve others rather than to attain personal ends, we endeavor to stimulate the mind to the highest intelligence and the hand to the attainment of the greatest skill, in order that all may receive happiness in loving service for others.

Every Sabbath morning at a quarter to nine the school assembles in the chapel, where a service of an hour and a half is conducted by the Principal, who gives a lecture, not a sermon, but an interesting talk of a father to his children. In conversation with him there is never a week but that individual pupils suggest needs that are the needs of all, and afford topics upon which all enjoy instruction. All the pupils join in the recitation of the opening and closing hymns, in which they are always led by one of their own number. Very frequently they are called upon to recite portions of Scripture which are appropriate to the theme chosen by the Principal for his talk. There is a Sunday-school in the afternoon, for which the pupils spend an hour in the morning in preparation. The lessons have been conducted for the last two years upon the method of Bible study, devised by President Harper of Chicago. We will say in relation to the work of our school with these lessons that we have found them of exceeding interest to our classes, more interesting and profitable to them than we were able to make the International Sunday-School Series which we used during previous years in this work with all the grades that were able to use such lesson helps in the study of the Bible, that is, grades above the Fifth.

It had been the habit of the school to have daily a general chapel exercise, as is the custom in most schools for the deaf,

but at the beginning of the seventh year an important change in the family life of the school was entered upon, one that had a marked influence in moulding its character. The address or lecture that had been given between the morning and the forenoon sessions of school at 10:30 was discontinued and instead twenty minutes were taken for family prayers daily before breakfast while the pupils were seated at the table. Older pupils chosen for the honor because of their standing, were placed at the heads of the tables, and to them the others recited selections, arranged for the different grades. Every pupil had some passage which he was expected to commit to memory at his convenience in preparation for morning prayers. The lessons consisted of words, then of statements of an ethical character; later on, prayers, hymns that are quite generally known (either printed or typewritten upon cards), the Ten Commandments, a small book made up of most generally familiar selections from the Psalms, and other passages from Scripture. The older pupils were allowed to choose for themselves the portions of Scripture they were to memorize. These exercises were opened by the recitation of the Lord's Praver in concert, and closed with the blessing at the beginning of the morning meal.

Since 1885 our school has conducted two missionary societies called the Silent Workers' Society and the Little Helpers which hold weekly meetings Sabbath afternoons at the close of the Sunday-school. A former member of our family having gone to Madras, India, as a missionary, adopted for the school two boys, and the missionary societies of the school have provided the money necessary to pay for their education.

Four years ago a new work was undertaken by the school through another member of our family who was living as a missionary in Northern China, and who, at our request, took charge of some little deaf children, that the special *protégés* of our missionary society in China might be children who would not otherwise be reached. Thus was established the first school for the deaf in China. It has had great success, and has demonstrated not only the practicability of teaching the deaf to speak the Chinese language, but the great need that exists for such works of benevolence, since there are hundreds and thousands of these deaf-mutes in China, and no effort has been made for their instruction. A deep and abiding interest has been formed in the school's missionary work and many pupils who

have gone out from among us still continue to contribute to it regularly. Every Sunday evening a prayer meeting has been conducted with the pupils in the same manner that evening meetings are usually conducted in the churches. The attendance at the evening prayer-meeting as well as at the missionary societies is entirely voluntary. No denominational instruction is given in the Institution and pupils are encouraged to attend the churches to which their families belong. Eighty of the former pupils of this school have become regular church members and have united with the churches which their home associations have made most profitable to them.

A NORMAL TRAINING CLASS has been sustained since 1882, as it has been necessary to give special instruction to persons selected as teachers, for no other school in the country teaches by the method followed at the Rochester school. This has enabled us to harmonize the studies and manner of conducting the work from the kindergarten to the high classes, and to train our teachers in methods of teaching speech and speech-reading and in orthographic and phonetic spelling.

THE NAMING OF METHODS of instruction followed in the institutions throughout the country, has occasioned great confusion, a large number of institutions being designated by separately named methods. The Conference of Principals held at Colorado Springs, in August, 1892, appointed a committee to simplify and classify the nomenclature of methods. This committee not having completed its work, the *American Annals* for January, 1893, changed the manner of designating the methods of instruction in conformity with the recommendation of the Conference and published a revised classification:—

1. The method in which "the sign language, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and comparatively little attention is given to speech and speech-reading."

2. The method in which "speech and speech-reading, together with writing, are made the chief means of instruction. Signs are used as little as possible, and the manual alphabet is generally discarded altogether."

3. "The Manual Alphabet Method,—the general instruction of the pupils in and out of school is carried on by means of the orthographic and phonetic manuals, and by writing and speech. All the pupils receive instruction in speech and speech-reading. This is the method of the Western New York Institution."

4. The Combined Method, which is substantially the same as method No. 1, but differs from it in that "speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in some of the schools a part of the pupils are taught wholly by the Oral Method."

Schools under class 1 are conducted by what is called the French method, and those under class 2 by what is called the German method. These two modes of instruction have been carried on for a hundred years with little change in principle. The system which the Rochester school has been developing is now for the first time classified by the *Annals* as a separate method. The designation "Manual-Oral" might with propriety be substituted for the one adopted by the *Annals* in the above classification, since speech and speech-reading have ever been conspicuous features of the Rochester method.

In carrying out our work we have found great encouragement in the labors of such educators as Colonel F. W. Parker and those who are working for what is styled the *new education.* If the results obtained in the Rochester school for the deaf have come short of what has been achieved by schools for the hearing, it is not owing to lack of ability upon the part of the deaf or inherent deficiency in method, but to the lack of skill in its first application. Our method is still growing in life and power, and we hope to be able in the next few years to show much greater and better results than the school has yet attained. The school in working out its methods has had to contend not only against the prejudices of the world, but against those long established in the minds of its own faculty and of its own household. Educators, like specialists in every other line of work, are strongly conservative, and their attachment to that which *has been,* makes it necessary to prove all things before accepting those which seem to have in them the elements of higher advancement and greater attainment.

In the development of our school the number of those who have been engaged with an enthusiastic purpose is so great that no one may lay individual claim to the work accomplished. In this historical sketch it is necessary for the sake of brevity, to omit the names of many who have contributed to the results. With no lack of appreciation for the services of those who are rendering noble service to the cause of education and whose names are held in honor by the Rochester school, with which they are connected, we shall give the names of those only who assisted in the organization and establishment of the school. First among these, both in regard to the character of the work rendered, in the loving esteem in which she was held, and in the sweet and persuasive influence she has left with us, was Mrs. Westervelt.

To assist Mr. and Mrs. Westervelt in the work, Miss Harriet E. Hamilton, a teacher of speech of wide reputation who has ever since been a valued and devoted co-laborer, resigned her position in the New York Institution. Mrs. Harvey P. Peet, widow of a former Superintendent and President of the Board of the New York Institution, resigned her position as matron of that school and came to Rochester to help in the organization of our school. Rev. Edward P. Hart, who had while a college student interested himself in the deaf to the degree that he acquired a knowledge of the language of gesture signs and had done much to advance the interests of the deaf in Rochester, was one of our teachers during the first five years of the school. Dr. S. A. Ellis, for many years Superintendent of Schools in Rochester, was engaged as an instructor from 1879 to 1882. Mr. Hart and Dr. Ellis have not only served the Institution in the capacity of earnest and efficient teachers, but have from the organization of the school shown their interest and belief in it as members of its Board of Trustees. Miss Lucy McGill (Mrs. Norman M. Waterbury) and Miss Mary E. Tousey (Mrs. Frederick Hayt), were the first workers in our kindergarten and were instrumental in its establishment. The Rev. Ward T. Sutherland, was a teacher for ten years and did much to mould the character of our pupils and to aid in developing our methods of teaching.

In addition to the list just given of those who aided in the establishment of the school we should be glad to make specific mention of the names of those who came into the work at a later period, all of whom without exception have labored with heart and soul for the advancement of every interest confided to their care, in the schoolroom, in the teachers' meetings, and wherever their influence could be felt. Some of these have for more than a decade contributed the power of consecrated work to the upbuilding of the school.

The monetary donations made to our Institution have been limited in number. We have already referred (page 5) to the sum of fourteen hundred dollars which was received immediately after the fire. Aside from this, Mr. Frederick Link of London, England, has twice generously remembered our school; once by furnishing money with which to provide a reference library for both the boys' and the girls' reading-rooms, and again by a gift which has enabled us during the past year to illustrate the Daily Paper For Our Little People. These, together with a few lesser

sums of money, comprise all the gifts of this description which have been bestowed upon the Rochester school. This is the only school for the deaf in the State, if not the only one in the country, which has been sustained entirely upon tuition fees and which has never received special Legislative appropriation, or any bequest to aid it in the performance of its beneficent work. Its success under these conditions in competing with other schools more favored financially, can only be attributed to its methods of instruction.

THE REPORTS of official inspectors and educational experts who have visited us from time to time not only exhibit the condition of the school at different periods in its growth but also show how its methods and achievements have been regarded by disinterested examiners who were in every way fitted to arrive at right conclusions.

In the year 1878, at the beginning of the third school year, Dr. Martin B. Anderson, Commissioner of the State Board of Charities, presented a report to the Legislature from which the following extracts are made:—

"I call attention to some facts connected with the origin and progress of the Institution for Deaf-Mutes in the city of Rochester, which has been organized for two years.

I have visited the school several times, and take pleasure in saying that it seems to be conducted with great economy, skill, and efficiency. At the beginning of this year the Institution was removed to a building owned by the city and formerly occupied as a house for truant children. This building is in a very desirable location, and with some additions which have been recently made, will furnish excellent accommodations for the school.

Few persons are fully aware of the moral and intellectual disadvantages under which deaf-mutes are placed. All who have paid attention to the subject, whether psychologists or practical teachers of deaf-mutes, agree in the opinion that so long as their communication with their fellow-men is by gesture signs only, their intellectual and moral development is exceedingly meager and imperfect.

Human development is social. Our ideas, our moral codes, our religious and political opinions, and in short nearly everything which makes up our civilization, is deposited in language. Vast ranges of thought, which enter into the common life of the race, are to them a complete blank; not only is their intellectual and moral development thus truncated, but they are shut out from the great majority of the modes of productive industry.

Instruction in articulation has been greatly facilitated by the invention of an alphabet of "visible speech," so-called by Prof. A. M. Bell. It is described in detail by Dr. A. Graham Bell, in the *Annals of the Deaf and Dumb*, for January, 1872.

The system of conventional signs has been used in the principal deaf-mute Institutions in this country from the first. Deaf-mutes have also been taught to read and write. It has been found, however, that when instruction is conveyed through the system of conventional signs, the pupils fall into somewhat unidiomatic and unnatural

modes of expression in English. In order to remedy this awkwardness and lack of facility in writing, the attempt is now making to introduce the manual alphabet as a fundamental element in the entire course of instruction. The pupils are at the earliest practical period taught the manual alphabet, and are required to communicate with each other and with the teacher uniformly by spelling words with the hands. In this way they become as familiar with the forms and idioms of the language which they are taught, as do those persons who have hearing. Their thoughts when reduced to writing take on natural, idiomatic, and simple form. They are not obliged to translate their thoughts from a conventional system of gesture signs into the language of speech or writing.

The instruction, in all departments, being conducted through this alphabet, goes forward in one uniform line of progress. The pupils are continually, in all their studies and in all their intercourse with each other and with their teachers, acquiring mastery of the English language, and a capacity to use it with the same freedom and facility as do those who can hear.

This method of communicating instruction by the constant and uniform use of the manual alphabet has been introduced into the Institution at Rochester the present year, as an experiment, and thus far it promises well.

It has always been found difficult to teach deaf-mutes to compose, and to congenital deaf-mutes especially this difficulty has been a serious one. But practice continued through years, of holding all their communication with each other and their teachers in the language of common life by means of the manual alphabet, will evidently furnish them with a complete mastery of vocabulary and expression, and correct those peculiarities in their writing known as 'deaf-muteisms.'

Instruction in articulation has long been practiced in Europe, but has not been looked upon with so much favor in our country. But the recent improvement in the methods, to which we have alluded, have to a great degree set aside objections, and for pupils taken in childhood the system seems to promise excellent results. Having acquired the power of speech (in addition to the knowledge of language obtained by constant use of the manual alphabet), deaf-mutes will be able to communicate instantly with others who would be unable to understand the ordinary sign language of the deaf, and enable them to act with increased efficiency in many departments of business and social life. Much success has attended the instruction of the children in articulation in the Rochester Institution. To a person unfamiliar with the achievements of deaf-mute instruction the results are simply surprising."

The report of the Hon. Martin B. Anderson, has been quoted as giving the judgment of an educator of great experience, founded upon careful official inspection of the school during the first two years of its history. It has been very gratifying to the officers of this school to receive visits from State inspectors. The Institution has taken advantage of many of the wise suggestions which have been given by visiting commissioners. Commissioner Lowell upon every visit made a point to spend at least two days in examining the school in all its departments, giving earnest, faithful labor to the work of inspection. The following extracts from Commissioner Lowell's last reports of inspection made in 1880 and 1881 give in full the portions referring to the school work:—

"The Rochester school is the last established, and, perhaps, the most original of all the schools for deaf-mutes in the State.

Five years ago this institution was started in a hired building in the city of Rochester. Three years since it was moved to buildings belonging to the city and formerly used for a truant school.

The system of instruction in this institution is entirely different from that used in other deaf-mute institutions in this State, and was, therefore, extremely interesting. Signs are not used by the teachers at all, and the pupils are discouraged in the use of them. Every word is to be spelled, written, or spoken. The children under twelve years of age are all taught on the American Kindergarten plan, adapted by their teachers to meet their peculiarities. The object is to teach them language, to arouse their interest, and to give them subjects of conversation. They collect all manner of natural objects and learn their names, their uses, etc. Each child has a box full of stones, seeds, bits of bark, pieces of fur, etc., etc., and they are exercised upon these articles. One little girl, who had been in school less than a year, could arrange seventy-two small objects in order, according to a written list, which her teacher had made for her, showing an exact knowledge of their names. Moral instruction is a very important part of this system, and the children are taught to respect everything that God has made, to waste nothing, etc. They are taught to cut letters and pictures out of newspapers, advertising cards, etc., and these they paste on their boxes and their note-books.

It was evident that the children were extremely interested, and I should judge that the system had been very successful. The wife of the principal, who has especially the charge of the kindergarten classes, says that children taught in this way are much more active-minded than those instructed in the old methods, and, as this is only the second year of the kindergarten, the pupils can easily be compared with those of almost the same age, who have not been through this training. One very important point in the kindergarten classes is that the children are not allowed to go on beyond what they fully understand. In arithmetic, for instance, they count objects up to one hundred in their first year, and up to five hundred in their second year, but even as late as the third year they do not undertake sums which require numbers higher than twenty-five.

In the second kindergarten class, the names of all the children were written on the blackboard and also a certain number of questions which are in daily use by the children. These remain for them to refer to as they wish to use them, and each one has also a small note-book with a set of common phrases written by the teacher for constant use. The children do calisthenic exercises for a few moments every half hour. The kindergarten classes are divided into three divisions, each of which is in school four hours, and spends two hours in the playroom under the charge of two attendants and an older pupil, who instruct them in language. The kindergarten teachers are in school six hours daily. These pupils are all instructed in articulation by their teachers.

Besides these two classes, Mrs. Westervelt has the supervision of a third, called the intermediate class, composed of children, who, besides their deafness, have other defects, as of vision or other faculties. One most commendable feature I noticed here, as indeed throughout the school, no pupil was ever allowed to remain idle a moment. If no lesson was to be recited or studied, the children have story books or knitting or patchwork, the boys being employed as well as the girls.

Besides these three classes, and under the immediate charge of the principal, there are seven higher grades, five primary, one grammar school, and one academical. The pupils of these classes are divided into three sections, one of which works while the other two study. To accomplish this, a peculiar division of hours is required, as follows: Two sections go into school and one to work at 7:30, and at half-past ten, after a short religious exercise for all, the latter goes into school and one of the others takes its

turn at labour; at one, comes intermission and dinner, and from two until half-past four, the third section works and the other two study. Thus each pupil is in school five hours and works two hours and a half a day.

The school classes were very interesting and the principal seems to be successful in his efforts to excite in the minds of his pupils a love of reading. One means to this end is very wise and I think well adapted to secure it. There is an excellent little library belonging to the school and the pupils are required to read a certain number of specified books and to be able to pass an examination as to their contents, before they can be promoted from one class to another. The books required include history, fiction, travel, etc.

Reading is also taught in each class one and a half hours each day, and the pupils are carefully examined in all they read to see if it is understood. They are not allowed to learn by heart, but read and speak over a lesson once, then they are questioned upon it and then are required to write it out in their own language.

The classes in articulation are all under one teacher and receive very careful instruction, with excellent results in some cases. The Bell method is used, and the teacher, who had previously taught without it, regards it a very great assistance and as invaluable for teaching certain positions of the vocal organs. She is entitled to express an opinion, being a most efficient instructor.

The eight schoolrooms are very pleasant, but some especially so, with charts on the walls, red "blackboards" and with a beautiful view from the windows.

I spent part of two days and one night at the institution."

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"The teaching of all the intellectual, mental, and industrial branches seems to be of wonderful excellence; and the devotion of the teachers and officers cannot be too highly commended.

So far as the classes are concerned, it seems that there is nothing to be desired; the pupils are wonderfully well taught; their minds are alert, and no pains are spared to keep them occupied and interested. The kindergarten classes and the intermediate class, all under the special supervision of Mrs. Westervelt, who also assumes the matron's duties, are especially valuable; no new step seems to be taken before the children are able to understand what has already been taught them, and the great care observed never to leave them unoccupied must have a marked effect on their characters. When they are not actually receiving instruction, they have various employments furnished them; they read story books if they are able to, they draw, or knit, or sew; no one remains idle for a moment.

Two interesting monthlies, *Little Folks' Reader* and *Wide Awake*, are subscribed for and several dozen copies taken, so that there is constantly new reading matter brought into the school, besides the books in the library, which are constantly used.

All the classes are very small, so that each child has a good share of the teacher's attention, and all the pupils, from the beginning, are taught articulation.

Our school has received visits from a number of educators of the deaf, who, however, published no record of their observations to which we have access. Dr. A. Graham Bell, who visited the school in the eleventh year, was the first expert in matters pertaining to the deaf and to their education whose published opinion of the school work is available. Dr. Bell's great interest in the instruction of the deaf took rise in early experience in teaching deaf children and in his charge of a normal class of teachers of the deaf, training them in Visible Speech at the

Boston University, at which time he acquired a knowledge of and proficiency in the use of the sign language. His work upon the telephone diverted him from his labors in behalf of the deaf for a number of years, but never decreased his interest. For two or three years previous to the time of his visit to our school he had been conducting a school for little deaf children at his own expense in Washington in connection with a kindergarten for the hearing. It was of course conducted by the speech-reading-oral method, with a manual alphabet used to a limited extent. Dr. Bell not only had skillful teachers for the school, but gave much of his own time to work in the schoolroom with the children. We give herewith extracts from the report of a conversation in which Dr. Bell reviewed his visit to the Rochester Institution. The extract we give is in full of what was reported of Dr. Bell's statement. This report printed in a Rochester paper at the time of Dr. Bell's visit is reproduced here with his consent:—

"Dr. Bell, what is the result of your examination of the system of instruction practiced in the Deaf-Mute Institution in Rochester?"

"Well, gentlemen, you should be proud of the fact, that in your fair city is one of the best disciplined and most admirably conducted institutions in the country. Superintendent Westervelt is a man thoroughly fitted for the work, and he has inaugurated the most effective system in existence, of training deaf-mutes. One specific point that I did not examine was the condition of the powers of articulation. In the majority of the schools the children are taught what is known as the sign language,—that is, the language is made known to and signified by them through gestures. This interferes with the progress of the child in the acquisition of the English language. In the oral schools the English language is limited in its use because of the indistinctness of the movements of the lips, which does not give the young pupil as satisfactory a medium of communication as a gesture or sign language. I anticipated great results theoretically from the methods in operation at this Rochester institution, but I did not for a moment expect that the pupils had acquired such a knowledge of written English as they have shown themselves to possess. I selected five pupils, three boys and two girls, aged ten and nine years. I propounded to them questions in writing, to which they gave written answers which astounded me. Their replies were so mature and intelligent that I was fairly bewildered with amazement. I have traveled a great deal and have seen a great many schools for the deaf, but never in all my experience have I seen displayed such remarkable intelligence and such genuine precocity. Why, some of them excel in their knowledge of things some of our boys and girls of their age who are blessed with the powers of speech and of hearing. They gave such straightforward and easily understood replies to my questions that I am free to declare that the system of the entire and distinct use of the English language and the abolition of the sign language is the best method that can be used. I never saw better results obtained among children of the age I have named. My inquiries were mainly directed to children who were born deaf, and to this particular type of deaf persons have I devoted my attention. I was especially pleased to see the application of the kindergarten system here, which I consider admirable in its main features and arrangement. To Prof. Westervelt belongs the credit of introducing and first practicing this system among the deaf.

Prof. Westervelt has made absolute demonstration of the fact that children who are born deaf can be taught the English language without the use of signs or gestures. This is particularly gratifying to me as well as to all others who are interested in the subject. I think the use of the sign language will go entirely out of existence very soon. It should no more be used as the means of acquiring the English language than should Latin or Greek be substituted in the public schools for a study of the English. Rochester should pride herself on having such an excellent and well-conducted institution in her midst which has such an able superintendent. I think Prof. Westervelt deserves great credit for having established this peculiar method and for having put it into practice, especially when he has such odds to contend against, nearly every other teacher in the country having been opposed to his system. Prof. Westervelt has a complete mastery of the sign language and he deserves especial credit for having overcome any temptation that might naturally have possessed him to resort to the use of gestures by reason of his perfect knowledge of them."

In the spring of the thirteenth year, the school was requested to submit to an examination, the result of which was to be made public in the *Annals of the Deaf* (a quarterly published by a committee of the American schools), with the understanding that the *Annals* was to present similar reports from other schools. Dr. Gilbert O. Fay, a teacher in the American Asylum for the Deaf at Hartford, Conn., formerly for many years Superintendent of the Ohio Institution for the Deaf and Dumb, spent a week in conducting this examination. We give herewith Dr. Fay's report except the detail of examinations:—

"In May last the writer, by request and upon invitation, spent a full week at the Western New York Institution for Deaf-Mutes. It is situated in the prosperous and sympathetic city of Rochester, and has an overflowing patronage. The whole week, excepting an hour of one evening, and two hours of another, was spent upon the premises. The design of my visit was to ascertain the educational condition of the Institution with a view to publication.

The interest of such a report arises from the fact that the sign language is, and has been for ten years, wholly unused by officers and teachers, and nearly so by the pupils themselves. 'The most important thing at school is that we must not make signs, but spell all the time, so that we may learn English as fast as we can. Those who make signs cannot learn English language and cannot be as smart as those who spell all the time,' was the remark of a pupil in conversation with the examiner. The sentiment of the better class of pupils seemed to be that to make signs is to be ignorant, foreign, irreligious. The Principal informed me that twenty-five of the older pupils, who in vacation meet other deaf people educated elsewhere, are inclined upon occasion to use the sign language. But I saw no indication of it anywhere, nor did I see any considerable semi-signing, spelling-fringed. All under twelve years of age carry their hands behind them in going to and returning from meals and school. The boys of all ages in going to and returning from their playground did not raise a hand except to spell, and during games both players and by-standers spelled out all they had to say. The severe punishment of a balking street-car horse, lasting five minutes, was talked up by a group of girls wholly and only by spelling. Officers and employees, except when they spoke, which was not often, communicated with pupils by spelling universally and always. In chapel and in schoolrooms, at the table, and in evening study, in playrooms and out of doors, in all commands and explanations, in all the small talk of the day, I saw, in the

main, but one language,—spelling. The suggested possibility of finger weariness elicited from a pupil a prompt denial, emphasized by an incredulous smile. Officers and teachers, however, frequently accompanied spelling with speech for the benefit of speech-readers. I was impressed with the large vocabulary, the lengthy sentences, and the elevated diction of all language in the chapel, in the schoolroom, and everywhere. All spelling was intelligible, and I saw no lack of comprehension. Expert spellers had about the pace of deliberate speech. At the Sunday-school; at a subsequent meeting of the 'Silent Workers;' at an evening prayer-meeting; at a debating society of thirty members; at the Lambda Phi Phi; at an evening entertainment, when 'The Courtship of Miles Standish' was elegantly dramatized before a crowded audience from the city, there was no introduction whatever of the sign language.

I need not say that I was cordially received and attentively entertained. Attendance, information, and assistance was rendered as fully as desired, without reservation, and with a spirit of absolute fairness. The degree of official fidelity to pupils and of personal interest in them, was indicated by their condition and bearing. The girls were fair and plump, the boys solid and muscular. All bathed semi-weekly, and were tidy and light-footed, quiet—conspiciously so—respectful and polite School hours, shop work, domestic labor, and amusements seemed to be skillfully provided for and combined. The table furniture at meals had these characteristics of home refinement; figured linen, napkins, plates, plated forks, glass tumblers, crockery pitchers, and individual butter plates. Each table had its congenial circle of eight or ten boys and girls. At evening study both sexes occupied the same room, sitting in groups, mainly by classes. Officers seemed to be familiarly acquainted with the pupils, and they in turn seemed to respond readily with grateful confidence. A large and well-selected library was in general use. An abundance of pictures, toys, maps, and other illustrative apparatus was in sight throughout the school department. Officers and their rooms seemed to be easily accessible, with no offensive ill-timed exhibition by pupils of curiosity or meddling.

SUPERVISION.

The provision of supervision is very complete. Until pupils are twelve, for about six years really, they meet older pupils only at meals and in the chapel. They are constantly in charge, out of school hours, of four well-educated attendants, two of each sex. They are not alone a moment at any hour of the day. Much of the same care exists later on. There are no school recesses, so called, and pupils are at no time beyond the eye of some responsible supervisor. Numerous charts of the language essential in various situations are conspicuously posted at such points. This close supervision, parental and patient, did not appear to be irksome to the young people. A large part of the household, officers and pupils, is organized in voluntary 'Tens,' and these hold their meetings weekly upon successive evenings in the parlors of the house. The general control of the Institution seemed to lie mainly in an invisible moral power, more influential than welted flesh and stinging palms.

Believing that an inspection to be valuable must be definite, comprehensive, and thorough, three days were spent in a study of the situation, and three days more in a direct examination.

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RECREATION.

The playgrounds are large, well equipped and attractive, and that for the girls' use is sufficiently retired. The rugged banks of the Genesee, its rushing waters, and puffing steamboats are beneath the eye. The 'Zenas' and other 'nines' took the diamond daily. The girls with their picturesque gymnastic suits were deterred from following their example by the excessive heat, at one time eighty-eight in the shade.

RELIGIOUS EDUCATION.

The moral and religious education of the pupils is a matter of paramount concern to all officers and teachers. Christian worship, faith, and practice, and the highest forms of

morality are inculcated by example and precept. The Sunday morning service was conducted as follows: The pupils, sitting in chairs with folded hands, surrounded the platform in five semi-circular rows, the outer row not over twenty-five feet from the speaker. The entire service was conducted in spelling, unassisted by any written or printed matter. The opening and closing prayer and the address were wholly spelled by the Principal. He accompanied his spelling with speech for the sake of speech-readers. The companions of pupils deficient in eyesight repeated his spelling to them continuously. Before the sermon a hymn was recited from the platform by a boy of the High Class, and after the sermon another was recited by a girl of the same class. These hymns, 'Ashamed of Jesus,' and 'Jesus Lover of my Soul,' were known to most of the pupils, and they all accompanied by speech or spelling. The spelling of the Principal was rapid, his diction elevated, and the audience attentive and interested. Later in the week, on Friday, during a lull of examination, a pupil of the High Class not then occupied, at my request, wrote out the address of Sunday.

On Sunday afternoon the usual week-day teachers met their classes in their classrooms for a Sabbath-school of an hour. The Sabbath-school Quarterlies of the day and Scripture verses were the basis of instruction. The kindergarten and intermediate pupils had a session of two hours. The Sabbath-school was followed by a meeting of the Silent Workers, a voluntary missionary society of the older pupils of both sexes, and largely attended. After Sabbath-school the kindergarten pupils were allowed the use of the swings. In the evening the chapel was filled for an hour by a voluntary prayer-meeting, led by a girl of the High Class. Its exercises were prayers, hymns, verse recitations, and brief volunteer addresses. As in the morning, the hymns were repeated in concert."

In December, 1892, Hon. William R. Stewart, who for several years has given a great deal of time and thought to the interests of deaf-mute education in this State submitted his official report to the State Board of Charities, as Standing Committee on the Deaf. In this report he discusses at some length the present features and methods of our school. This History of the Rochester Institution for Deaf-Mutes will close with the following extract from his report:—

To the State Board of Charities:—

In behalf of the Standing Committee of the Board upon the Deaf, I have the honor to offer the following report:—

There are eight schools for the education of the deaf in this State. They are of a semi-public nature, as most of the pupils in them are educated at the expense of the State, or of its several counties; it is therefore the duty of the Board to inspect them annually and to report their condition to the Legislature.

The Rochester school must be classed by itself. It is really an oral school, and the manual alphabet is said to be used as an aid to the acquisition of speech. The principal defines his method as the oral method with a spelling attachment, in which English is spoken, written in the air by the fingers, and on the blackboards. A phonetic manual alphabet is also used in this school. No signs are used.

It is fair to assume of the principals that each is of the opinion that the method taught in his school is the best, or he would

change it; for they, your committee believes, are virtually autocratic in all matters of education. Your committee in previous reports has not hesitated to affirm his belief that the oral method, as opposed to the manual or combined methods, in both of which signs are freely used, is the best, because it gives speech to many who would otherwise die without it, and is best calculated to give a good English education to all the pupils.

The use of the manual alphabet as an aid to instruction by the oral method has been tried with much success in the Rochester school, and its pupils read the lips and speak better, generally, than those of any other school in the State. It may be, that when it becomes better known this method will find general approval. It is especially desirable that the best method for instructing the deaf should be ascertained, and that it should be adopted by the State; this is the result which all who are interested in the subject should endeavor to achieve.

A careful examination of the graduating classes of the different schools would alone repay interchanges of visits by the principals, as showing the results of the full course in each school. These graduating classes contrast strongly with each other. Your committee has found that of the Rochester school this year further advanced intellectually than any of the others, while that at the Lexington Avenue school is also worthy of high praise. These apparently out-rank the others.

The notes of inspection which follow were taken by your committee personally at the time of the respective visits, and great pains were taken to make them accurate and fair; the subject of the education of the deaf is interesting, and usually an entire school-day was devoted to the classes in each institution.

In the course of a tour of inspection it became necessary to visit the Rochester Institution first on a Saturday morning, and it was, therefore, then seen at a disadvantage, as this is enjoyed as a half holiday by all the pupils. Following his usual custom, your committee desired and was enabled to begin his examination with the lowest class. There are two departments, a kindergarten and a senior department, and several classes in each.

Class E, of the kindergarten, or lowest class in the school, contained twenty-two pupils, of whom twenty-one were present, ten boys and eleven girls, on an average 6 years of age; of these four were five years old; their parents have, therefore, taken advantage of the passage of the law of 1892, allowing the reception of county pupils at 5 instead of 6 years of age. Eighteen of this class came to school first since it opened this year, September 12th; all pupils enter in this kindergarten class. The method of instruction was exercising with small, colored blocks to educate the sense by perception of color, arrangement, in order, numbers, etc. A female teacher. Cards with colored spots were shown to the pupils, and they arranged blocks of the same colors in the same way; the cards were very rapidly shown by a swift motion, but in every case the pupils saw the spots and arranged the blocks correctly; the members of this class sat quietly, making no signs or noise;

they were also instructed in the use of their hands, feeling objects blindfolded, and selecting them by shape and sense of touch, laying sticks in order, etc. In articulation this class is divided, as too large to work well in speech—that is, too many for one teacher to give each scholar the necessary amount of attention. Nine of these pupils were in charge of Miss Hamilton, who gave orders about objects, the children executing them; pupils in this class, almost infants, placed their hands on each others' faces and helped each other to form the proper sounds. The teacher's lips were read, as a rule, correctly, and easily; the class in chorus recited the names of objects very audibly; no language charts were in use in this or other of the lower classes. On trial of the word "papa," three spoke it well, three fairly, and three poorly; of these nine, four were born deaf. This is a bright and interesting class, of which much may be expected, and it reflects great credit upon its teacher, who has accomplished in two months results little short of marvelous. The other articulation division of the "E" class contained eleven pupils in charge of the same teacher. The same system of instruction was followed; the word "lamb" was spoken well by four pupils, fairly by three, poorly by two. Two pupils in the "E" class had as yet shown no voice, and were not heard. A feather, an object new to this class, was shown it by the teacher, who pronounced its name; the class in chorus reproduced the sounds of the word "feather" immediately and quite well, using much energy and showing much interest. In this room was a large, handsome case, about thirty feet long, made by the carpenters of the boys' Industrial Department, to contain objects of use in the school.

Class D. Next higher. Eleven pupils, all present; seven boys, four girls; ages, 5, 8, 8, 8, 8, 9, 10, 10, 11, 11, 11; on an average rather under two years in school; three congenitals in the class; lesson was in language exercises, learning names of things by spelling without stopping to learn to speak them; all the pupils were sufficiently familiar with dactylology to spell sentences, and this was the means of communication between them; no signs were used; it was an eager, intelligent class. Verses of Scripture known by the pupils were spelled rapidly on the hand; in intellectual development these pupils seemed to be years in advance of their ages; the principal stated that very little time was spent in blackboard exercises.

Class C. Ten pupils, nine present; six boys, three girls; ages, 9, 9, 9, 10, 10, 10, 10, 11, 12, 14; on an average about four years in school; charts were in use. On trial of their voices with the word "papa," six spoke it well, two poorly, and one badly; a congenital pupil having a little hearing now but with an artificial voice, spoke several sentences quite naturally without disagreeable inflection; there were some good, low voices in this class.

Class B. Eight pupils, seven present; four boys and three girls; ages, 9, 11, 11, 11, 12, 12, and 12, and the time in school between four and five years; the lesson was in writing on the slates sentences in arithmetic, about money, etc. The writing

was poor to fair for children of their ages; for articulation a chart was in use; the word "cow" was spoken well by four pupils, fairly by two, and poorly by one; one of these was a semi-mute. All these pupils read the lips easily, and had deep, full voices.

Class A. Seven pupils, six present; two boys, four girls; ages, 10, 11, 11, 12, 13, 13, and the time in school about four years. The lesson was in articulation; and the inspector's name, spelled phonetically on the fingers, was repeated by the class in chorus, and then individually; three spoke it well, two fairly well, and one poorly.

This concluded the examination of the kindergarten department, which contained fifty-eight pupils.

SENIOR DEPARTMENT.

First Grade. The lowest in this department; eight pupils, all present; seven boys and one girl; they gave their ages by speech as 12, 12, 12, 14, 14, 15, 15, 19, and the time in school as, four of them, 2 months, 1, 5, 6, 6 years; and five became deaf at one year or under. A congenital Pole said, "I am well," and "Mr. Westervelt," very well after two months in school; he also said "Miss Hamilton" very well, and that he had been two years at school in Warsaw, Poland. The method of instruction was in showing cards with the pictures of objects upon them, and the pupils, one by one, said what they saw, as, "I see a cup," "A cat," etc. All the pupils but two in this class could speak simple sentences so as to be understood. There were no high voices among them.

There is no Second Grade now.

Third Grade. Eight pupils, six present; four boys and two girls, who gave their ages as 13, 14, 14, 16, 17, 18, and time in school as 1, 3, 4, 5, 7, 7 years. The lesson was in articulation and lip-reading. A boy one year in school, deaf at 5, read the lips easily, and spoke with a pleasant voice; another, deaf at 2, said "I am well," "I love you," "I went home," distinctly, except the word "home." The teacher, a female, spoke, and spelled on her fingers when her lips were not read. All the scholars but one had low voices; all were quite distinct. Congenitals, and other pupils deaf at 1, 2, or 3 years, spoke clearly such sentences as "Have you a father?" "Look at me," "What time is it?" "I have a large book," singly, reading the question as a rule, easily from the teacher's lips.

Fourth Grade. Fourteen pupils, all present; nine boys and five girls. On being requested to do so, they gave their names, ages, residences, and time in school; and gave their ages as 12, 14, 14, 14, 14, 14, 15, 16, 17, 18, 18, 21; one not given. The writing was fair, as a rule, but mistakes in grammar were made by two pupils in answer to the question as to the time in school; they gave this as 1, 2, 2, 5, 6, 7, 7, 7, 8, 8, 8, 9 years. Two pupils at adjoining boards, wrote, "I have been stayed about six years old at school;" the second copied the mistake of the first. The teacher's lips were read correctly, as a

rule, and on trial in simple sentences of each voice in the class separately, four were classed as good, five fair, and five poor; most of the voices, however, were low; one unpleasant.

Fifth Grade. Twelve pupils, nine present; six boys and three girls, who gave their ages by speech, reading question from the teacher's lips, as 9, 11, 11, 12, 13, 13, 15, 16, 17. Their average time in school was six years. Questions about a picture shown were asked, and the answers spoken almost as rapidly and correctly as if the pupils had heard the questions. All in the class at the time had pleasant voices, though somewhat imperfect. Most of them became deaf at 2, 3, or 4 years of age, but the speech they had was taught them in the institution. It is a very bright class. The principal stated that five teachers devoted nearly all their time to articulation. One scholar told another scholar by phonetic spelling how to speak my name, and the question was asked as to whether the third sign was "double oo" or "ew."

Sixth Grade. Eleven pupils, all present; six boys and five girls, who gave their ages by speech as 12, 13, 13, 14, 14, 14, 14, 15, 15, 16, 16; their time in school was about six and a half years on an average. Four congenitals were in the class. The teacher's lips were read easily. On trial of the voices with such sentences as "How do you do?" "Are you well?" "His name is Mr. Stewart," eight voices were classed as good and three as fair.

Seventh Grade. Eight pupils, seven present; four girls and three boys. The female teacher, by speech, told them to write their names, ages, etc. They read from her lips easily, and wrote their ages as 13, 14, 15, 15, 16, 18, 18, and gave the years in school as 6, 6, 6, 7, 9, 9, 10. They made no mistakes in spelling or the construction of the sentences, and the handwriting was clear and good; on trial of the voices in simple sentences, spoken separately, three were classed as good and four as fair; there was not a poor voice in the class.

Eighth Grade. Seven pupils, all present; four boys and three girls. By dactylology asked to write their names, ages, residences, etc., at the inspector's request, on sheets of paper, which were handed to him, the pupils gave their ages as 13, 14, 16, 17, 21, 21, 21, and years in school as 4, 5, 6, 7, 10, 12, etc.; the handwriting was fair to good with one or two exceptions. No mistakes of any kind in the four sentences by each pupil were made, either in spelling or grammar. On trial of the voices with simple sentences, three were classed as good and four fair. The lips were read easily, and there were no unpleasant voices in the class. Four of the pupils said they were born deaf.

Ninth Grade. Eight pupils, all present; five boys and three girls. They wrote their names, ages, residences, time in school, and when they lost their hearing, on sheets of paper, in answer to spoken questions, and gave their ages as 12, 15, 16, 18, 18, 20, 21, 21, and years in school as 6, 8, 9, 9, 9, 10, 14, and one month. Two were born deaf, others became deaf at 1, 2, 3 and 6 years, and one quite recently. The handwriting was good, as

a rule, and handsome in some cases; no mistakes in spelling were made by any scholar, and but one in grammer, by a pupil who corrected the mistake for himself. The instruction is by articulation and lip-reading. On two trials of each voice in the class, omitting the pupil just deaf, five were classed as good, one as fair, one poor. All had plenty of voice; two were indistinct, but there were no unpleasant voices in the class.

Tenth Grade, Eleventh Grade, and *Twelfth Grade.* In all, thirteen pupils were examined as a class on two different days. Miss Hamilton had charge of the class. On the first occasion eleven were present; on the second, twelve. When eleven were present they gave their ages by speech, so as to be clearly understood by me, as 15, 17, 17, 17, 18, 18, 21, 21, 21, 21, 22; six boys and five girls. Among these pupils are the graduating class, and the two grades next highest to this in the school. In answer to the question, "How long have you been in school?" they gave the time as 3, 4, 4, 5, 6, 9, 10, 11, 11, 14, 14, 14, 16 years. Six of them had lost hearing at one year or under, one at two years, one at three, one at five, one at six, one at nine, one at eleven, and one at twelve years. Three of the pupils would probably be classed as semi-mutes. The teacher asked a pupil, "What are you studying in school?" The question was read from the lips, repeated, and the answer made, "Milton's Lycidas." "What have you been doing in Miss C.'s class?" read, and the answer given, "I have been reading the play of Julius Cæsar." Other questions asked showed considerable knowledge of history, geography, and literature; and in cases where the lips were not accurately read, questions were asked by pupils by dactylology with wonderful rapidity. On the second visit the lesson was about a poem. To see if the meaning was clearly understood, the teacher asked one pupil, "To whom is the poet speaking?" Answer, "To the bells." Of another, "What are the bells doing?" Answer, "Swinging and ringing." Of another, "What is the color of the bells?" Answer, "Golden bells—yellow." Of another, "What does he ask the bells?" Answer, "He asks the bells if they are calling the birds to the matins of singing." Of another, "What does matins mean?" Answered by two pupils, "Early morning prayer," and "Early morning singing." In all these cases the teacher's lips were read easily and correctly, the questions repeated aloud, and the answers in every case readily understood by the inspector. All in the class speak fairly well; some of them have pleasant, natural voices. Your committee requested permission to take the teacher's seat, and for about half an hour, on the second visit, he conversed with the class on subjects presumably not familiar to its members; and although a mustache concealed his upper lip, the scholars found little difficulty in reading what was said. Their questions and replies showed the possession of an extended vocabulary, quick intelligence, and in some cases ready wit. An example of intelligence was shown when the word "conceited" was used. Asked its meaning, a pupil replied at once, "False or foolish pride."

An examination of the high class of the Rochester school is a privilege which is highly prized by your committee; the intellectual development shown by every member of the class is remarkable, and is proof positive of the excellence of the teaching in the school. Such results are not arrived at by chance, but from intelligent and painstaking effort on the part of the teachers through whose classes in turn these pupils had passed. It can be truly stated that study in the Rochester school is made interesting, even fascinating, from the beginning; consequently the pupils' minds expand and grow and reach a development which is exceptional in schools for the deaf.

As an example of the desire on the part of the principal and teachers to have the school and its pupils thoroughly inspected and examined, three scholars who chanced to be absent on the first visit, were brought to him at the door for examination, just as the inspector was leaving the school on the second visit. The principal stated that the classification was according to the knowledge of language; that a good circulating library of nearly 2,000 volumes was provided for the use of the pupils; that some read on an average a book a week, and many read as many as forty in a year.

Upon inspection the school was found in good order and repair; the senior school building is suitable and well planned, and contains six classrooms, very bright and well arranged, and provided with many objects, charts, pictures, and appliances for the education of the deaf. The pupils were seen assembled at dinner in a pleasant room on the ground floor; the boys and girls sit together at the different tables, and it was stated that they were seated at tables in such a way as to help each other in speech. The association of the sexes as in a family has been found by experience to work well; the dinner consisted of beefsteak, boiled potatoes, rich gravy, bread, and water. One hundred and forty-nine pupils were seated at the tables, and presented a healthy, neat, and attractive appearance; the tables were covered with cloths, and much better furnished than is usual in schools for the deaf; each pupil was provided with a good chair; water was served in glass tumblers.

Industrial training is given in the school as follows: Eight boys paint—do all the painting—and some good fresco and stencil work was shown; three boys are taught plumbing and steam fitting, and one of these has obtained a license as engineer; twelve boys do all the carpenters' repairs and make some of the things used in the school, as, for example, cabinets for objects, etc., etc.; twenty boys in two classes are taught printing; they print the annual reports of the school and do other work; the printing shop is new, and was built during the last summer by the carpenter boys; a former pupil of the school is now employed as a baker. Two hours a day are spent in the trade classes. The girls are taught sewing, etc., and on the first visit the older ones were seen assembled in these sewing-classes in a large basement room.

The general health of the pupils has been good during the year to date; one pupil of the graduating class died lately of

meningitis; two pupils were in the hospital at the time; one, a boy, fell from a tree on a recent holiday and broke his leg.

A visit to the Rochester school is highly gratifying. In it infinite pains for the intellectual development of each individual pupil seem to be taken, and the school more nearly resembles a large private family of well-to-do people than a public institution. The pupils seem to enjoy, to a great extent, the freedom of the rooms usually exclusively devoted to the use of the principal and his family.

The principal stated that the custom is to have a third of the pupils in attendance upon the industrial work at the same hour of the day that the other two-thirds are engaged in literary work, and that thus two-thirds of the pupils in the school constitute the actual number of scholars at any one time in the charge of its twelve teachers, so that by this system the average number of pupils in each class has not exceeded seven; this system, which your committee commends, enables a better classification, and secures small classes with better educational results.

List of Presidents, Vice-Presidents and Other Officers of the Institution, 1876-1893.

PRESIDENTS.

Hon. E. Darwin Smith, Feb. 4, 1876–83. Hon. George G. Clarkson, 1883– —

FIRST VICE-PRESIDENTS.

Hon. Geo. G. Clarkson, Feb. 4, 1876–83. S. A. Lattimore, 1883– —

SECOND VICE-PRESIDENTS.

S. A. Ellis, Feb. 4, 1876–78 Charles F. Pond, 1883– —

TREASURER.

Gilman H. Perkins, Feb. 4, 1876– —

SECRETARIES.

Edward P. Hart, Feb. 4, 1876–76. C. E. Rider. Oct. 4, 1876–86.
S. A. Ellis, 1886– —

DIRECTORS.

Hon. E. Darwin Smith, Feb. 4, 1876–83.* M. F. Reynolds, Feb. 4, 1876–92.*
Hon. George G. Clarkson, Feb. 4, 1876– —Seth H. Terry, Feb. 4, 1876–84.
S. A. Lattimore, Feb. 4, 1876– — S. D. Porter, Feb. 4, 1876–76.*
S. A. Ellis, Feb. 4, 1876–78. Jonathan E. Pierpont, 1877–86.
Charles F. Pond, Feb. 4, 1876– — Edward P. Hart, 1880– —
Gilman H. Perkins, Feb. 4, 1876– — Ezra R. Andrews, 1880– —
Edward P. Hart, Feb. 4, 1876–76. George Ellwanger, 1880– —
Charles E. Rider, Feb. 4, 1876– — Harvey W. Brown, 1880– —
Rev. Dr. T. Gallaudet, Feb. 4, 1876– — S. A. Ellis, 1883– —
Oscar Craig, Feb. 4, 1876– — James E. Briggs, 1886– —
William S. Ely, Feb. 4, 1876– — James E. Booth, 1886– —
Aaron Erickson, Feb. 4, 1876–80.*

PRINCIPAL.

Zenas F. Westervelt, 1876– —

TEACHERS.

Mrs. Z. F. Westervelt, 1876–93* Harriet E. Hamilton, 1876– —
Edward P. Hart, 1876–80. Mills Whittlesey, 1876–77.
Cornelia M. Ely, 1877–84. Mary F. Kellogg, 1877–80.

* Deceased.

Annetta E. Thompson, 1877–78, 79–83.
Ward T. Sutherland, 1878–86.
S. A. Ellis, 1878–81.
Ida V. Satterlee, 1880–81.
Evelyn A. Metcalf, 1880–81.
Carolyn D. Wood, 1882– —
Mrs. Mary T. Palmer, 1883–84.*
Bessie A. Ellis, 1883–84.
Flora H. Willey, 1883–88.
Amy M. Hodges, 1884– —
Mary E. Loveless, 1884–91.
Rosa H. Halpen, 1884–88, 90– —
Jennie McNair, 1886–87.
Flora H. Butterfield, 1887–92.
Margaret S. McGill, 1887– —
Louisa C. Magher, 1889–93.
Caroline E. Christian, 1891– —
Stella V. Satterthwaite, 1893– —
Maude Crosby, 1877–81.
Mary E. Tousey, 1878–82.
Lucy W. McGill, 1878–81.
Candace A. Yendes, 1880–85.
Belle W. Hooker, 1881–82.
Helen D. McGill, 1882–84.
Lucy B. McMaster, 1883– —
Leela M. Sutherland, 1883– —
Eloise A. Houghtaling, 1883–87.
Penelope Reed, 1884–87.
Getta V. Clackner, 1884–85.
George L. Taft, 1886–91.
Lizzie A Buckland, 1886–90.
S. Franc Seeley, 1887–92.
Helen L. Bradish, 1887–93.
Antonia B. Hopeman, 1891– —
Helena P. Newman, 1892– —

Officers.

SUPERINTENDENT.

Zenas F. Westervelt, 1876– —

STEWARD.

† Ezra Whitman, 1878–79.

MATRONS.

Mrs. L. P. Peet. 1876–77.
† Mrs. M. F. Whitman, 1878–79.
Mrs. Z. F. Westervelt, 1877–93.

ASSISTANT MATRON.

Frances W. Wood, 1891– —

GENERAL HOUSEKEEPERS.

(*In Charge of Buildings.*)

Mrs. Mary Williams, 1880–82.
Frances W. Wood, 1886-91.
Mrs. Mary Rupert, 1883–86.

HOUSEKEEPERS.

(*In Charge of Culinary Department and Laundry.*)

Mary J. Winney, 1877–85.
Mrs. E. P. Buckland, 1887–89.
Mrs. Annie P. Doolittle, 1885–87.
Mrs. E. J Harrison, 1889– —

SECRETARY AND BOOKKEEPERS.

Thomas E. Tousey, June 1879 to Sept. 1879.
Minnie C. Taber, 1891–
Carolyn H. Talcott, 1879– —

ATTENDING PHYSICIAN.

M. L. Mallory, M. D. 1876– —

FOREMEN AND INSTRUCTORS OF INDUSTRIAL CLASSES.

Classes in Carpentry.

Samuel Frazier, 1878–81.
Albert Dolbier, 1883– —
F. J. McFarlin, 1881–83.

* Deceased. † At North St. Paul Street Annex.

Classes in Printing.

*Walter Scott, 1880–84.
Charles A. Stickney, 1886–87.
Charles S. Teall, 1884–86.
Remington Congar, 1887– —

Classes in Painting.

Noble T. Bannister, 1885–87.
Jesse H. Dutton, 1891– —
Raymond Brownyer, 1887–91.

Classes in Gardening and Engineering.

Michel Diemer, 1876– —

Classes in Sewing.

Mary A. Palmer, 1878–80.
Mrs. J H. Miller, 1884–85.
Clara B. Eddy, 1887–88.
Adda E. Clark, 1890– —
M. Dora Worthington, 1879–84.
Frances W. Wood, 1885–87.
Mrs. L. J. Newbury, 1888–90.

Supervisors of Older Girls, and Classes in Housework.

Mary A. Palmer, 1876-80.
Carrie Boswell, 1884–85.
Adda E. Clark, 1887–89.
Mary A. Moonie, 1891- —
Margaret Dauphin, 1880–84.
Flora H. Butterfield, 1885–87.
Olive E. D. Hart, 1889–91.

Supervisors of Older Boys.

S. H. Howard, 1876–80.
William F. Arnold, 1884–85.
Mrs. Annie P. Doolittle, 1887–92
Augustus Hesley, (Asst.) 1887–88.
Frank Murray, (Asst.) 1889–92.
Mrs. L. E Clark, 1892– —
*Walter Scott, 1880–84.
Calvin H. Mills, 1885–87.
Philip Brown, (Asst.) 1887–88.
E. F. Timmerman, (Asst.) 1888–89.
Delos C. Birdsell, (Asst.) 1892.

Supervisors of Kindergarten Girls.

Mary Hazard, 1879–80.
Milly T. Converse, 1882–84.
Louise C. Morgan, 1888.
Mary Flansburg, 1880–82.
Helen L. Bradish, 1884–87.
Sabra Twitchell, (Asst.) 1888–89.

Supervisors of Kindergarten Boys.

Maggie Kennedy, 1879–80.
Clara L. Clark, 1885–86.
Fannie G. Fuller, 1887–91.
Lillian G. Bliven, 1891–92.
Evangeline Moonie, 1893– —
Adella F. Frink, 1880–85.
Ella Lathrop, 1886–87.
John E. Curry, (Asst.) 1888–92.
Amanda S. Finch, (Asst.) 1892– —

Hospital Attendants.

M. Dora Worthington, 1885–87.
Minnie C. Taber, 1888–91.
Stella V. Satterthwaite, 1892–93.
Annie Barr, 1887–88.
Hattie M. Rowe, 1891–92.
Mary J. Keyes, 1893– —

Stenographers.

Marion Hersey, 1884–85.
Addie E. Bourne, 1890–91.
Edward J. Willson, 1886–90.
Minnie S. Stone, 1891– —

*Deceased.

APPENDIX.

PHONETIC

AND

ORTHOGRAPHIC MANUALS.

THE LYON PHONETIC MANUAL.

PRINCIPAL AIMS.*

ATTENTION is constantly being called to the unphonetic character of orthographic English, and to the difficulties which necessarily arise from the fact in teaching the deaf to speak. Our spelling is not only unphonetic, but its inconsistencies occasion endless confusion in the mind of the child. Much time and thought have been devoted to the revising of old methods and the devising of new ones, whereby a knowledge of spoken language could be imparted. A prerequisite to the use of spoken words is a knowledge of the order and phonetic value of the elements which enter into them, just as an appreciation of the meaning and value of musical notation is a prerequisite to singing by note. Although such a knowledge will not of itself make speakers of the deaf, yet it is fundamental in its nature Long, constant, and patient exercise of the vocal organs alone can give dexterity and a degree of naturalness; but the ability to produce intelligibly the elementary linguistic sounds will not avail, unless the pupil has also a clear conception of the phonetic elements as combined in the particular word which he wishes to utter. I believe that to the vague, uncertain, and incorrect notion in the mind of the deaf may be attributed a very large share of their vague, uncertain, and incorrect pronunciation and articulation. Experience has shown that we are too often inclined to make the vocal organs responsible for errors which are owing wholly to a misconception in the mind of the

* The sections entitled "Principal Aims" and "Practical Workings," are reproduced by Mr. Lyon's permission from Circular of Information No. 2, 1891, published under the auspices of the American Association to Promote the Teaching of Speech to the Deaf.

child, regarding the phonetic principles which should be employed, or their arrangement. In such cases the vocal organs may be perfectly obedient, and may be correctly reflecting the pupil's false or imperfect notion of the combination which he desires to use, so that a correction of the false or imperfect notion will be followed by a correction of his mispronunciation and faulty articulation. One of the principal objects of this Manual is to provide a practical method of giving to the deaf a full and correct apprehension of words as they are spoken. Another object aimed at, is the providing of convenient means whereby a satisfactory idea of the mechanical formation of speech sounds may be conveyed. From the very nature of speech and its production, a great deal of the mechanical formation of speech sounds is partly or wholly concealed. A convenient mode, therefore, of suggestively symbolizing these hidden actions will be found of great utility in giving to the deaf that clear and adequate conception of the manner of producing speech sounds, which must necessarily be the foundation of all intelligible and acceptable articulation. This Manual has, then, these two aims principally in view:—first, the imparting of a practical and abiding knowledge of the exact combinations of phonetic elements used in spoken words; and secondly, the furnishing of a clear and accurate representation of the manner in which those elementary sounds are physiologically produced.

The Manual is undoubtedly qualified to achieve these aims, provided there are no intrinsic reasons tending to show that it is impracticable. But two such reasons, I apprehend, may be possibly urged:—that it is too scientific and technical; and also that the positions are too difficult for the hand to assume. The description of the Manual is necessarily scientific and technical because the analysis which it follows and illustrates is pre-eminently scientific. The description herein given, however, is not intended for the pupil, but for the instructor. It is very desirable that the instructor should thoroughly understand the whole system, but the deaf child may use the Manual with profit without fully understanding a single principle upon which it rests. He articulates many sounds without perfectly understanding the functions of the vocal organs, so he may be permitted to represent those sounds by the proper Manual positions before he understands the full meaning of the positions, or even that they

symbolize the vocal adjustment. Sooner or later he will learn that the Manual positions are descriptive, and then he will discover that he possesses the reliable key to a spoken language,—a key which he can never forget, nor mislay. He will find that he has been unconsciously acquiring a practical knowledge of phonetic combinations, and also of the functions of the vocal organs in producing the words which he would gladly speak; and thus has overcome, without effort, the two great obstacles to the use of spoken words. Furthermore, Visible Speech has been found of great assistance in the oral training of the deaf, and an objection which cannot avail against Visible Speech can hardly hold good as against the Manual which exemplifies it. As to the Manual positions being difficult to take, it only need be said that no pupil has been found who could not, after a little practice, readily and satisfactorily assume any of them. That there are really no valid and intrinsic reasons why the Manual may not be successfully employed to attain the aims above stated, is conclusively shown by the fact that all the pupils, without a single exception, who received instruction in the Manual, soon became able to carry on conversation by means of it, and voluntarily began to use it in place of the common manual alphabet.

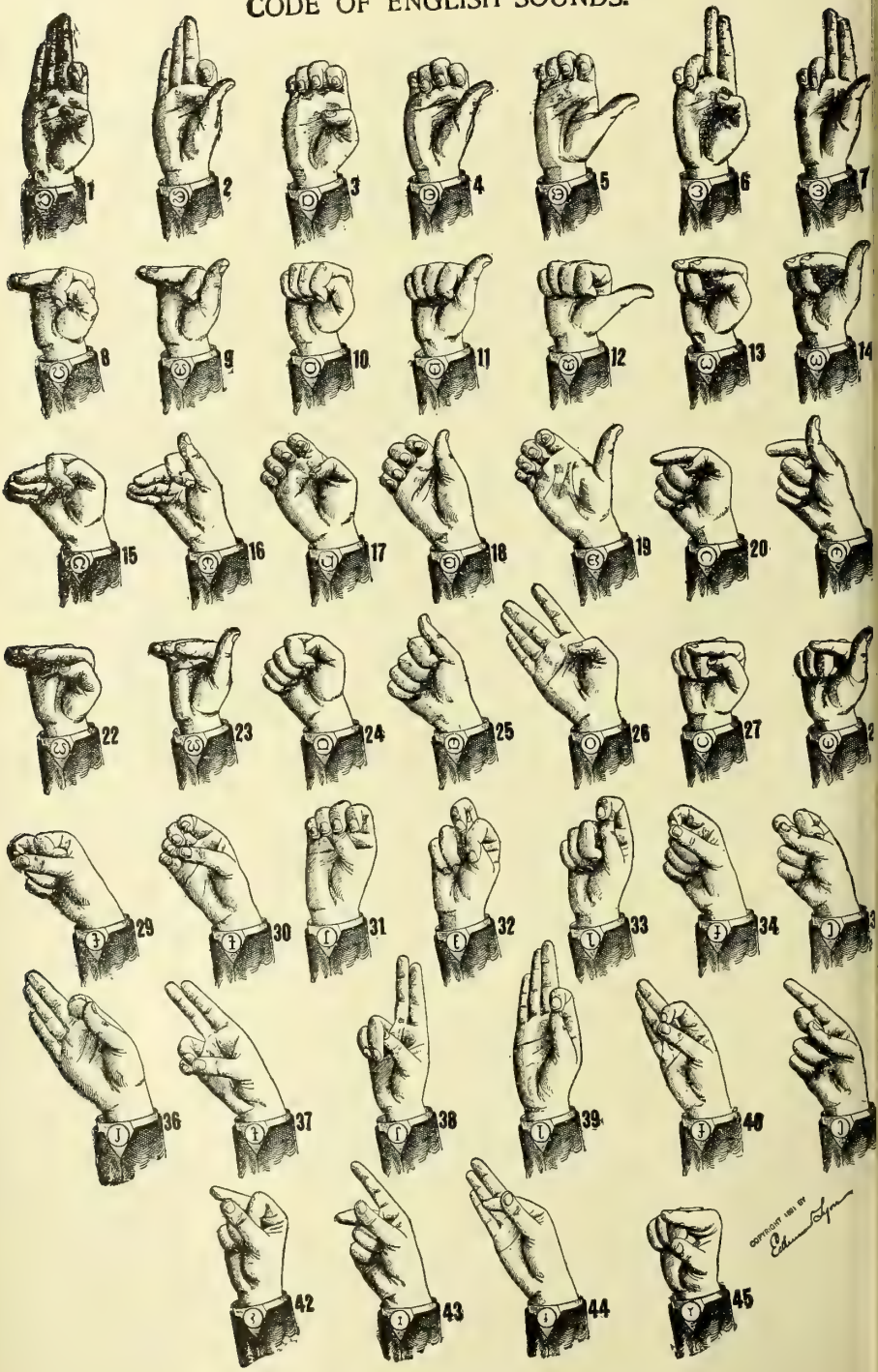
PRACTICAL WORKINGS.

THE practical application of some of the principles which have been elaborated, may help to a clearer understanding of the Manual and will afford an opportunity to consider a few facts which have not elsewhere claimed our attention.

A necessary preliminary to any practical use of the Manual is the selection of a code of elementary sounds. In constructing such a code each one may exercise, to a certain degree, his own judgment, and may decide for himself in regard to the number and character of the sounds which may be satisfactorily employed in the formation of the words which he purposes to represent. The Code of English Sounds which is here submitted for the purpose of illustrating the Manual, has been subjected to a thorough experimental test, both in and out of the classroom, and has been found to be convenient and adequate. The aim has been to make it conform neither to an extremely nice, nor to an extremely free, analysis; but to have it, so far as possible, devoted exclusively to the sounds which correct speakers use in their unstudied utterance of words in ordinary conversation. By doing this the number of Manual positions required, is neither so numerous as to confuse and discourage the pupil, nor so meagre as to make him careless and inexact.

A careful examination of the exercises on page 53, will speedily give a practical knowledge of the Manual in the representation of English sounds, even to those who are not conversant with Visible Speech and have found it difficult to understand the theory of the system. Those, however, who may wish to employ the Manual for the representation of sounds which are not English, must have recourse to the Charts giving the entire Manual.

CODE OF ENGLISH SOUNDS.



*KEY-WORDS

ILLUSTRATING THE CODE OF ENGLISH SOUNDS.

17 39 3 cap†	17 39 4 cab	17 39 5 cam	22 34 10 thou*gh*t	22 27 30 thr*ough*	23 39 10 that
17 39 10 cat	17 39 11 cad	17 39 12 can	33 12 35 6 enough	8 36 5 *p*sa*l*m	21 40 10 ya*ch*t
4 39 17 back	4 39 18 bag	4 39 19 bang	28 35 6 rough	3 13 41-42 plou*gh*	11 29-42 dou*gh*
39 12 34-44 annoy	12 32-43 nay	12 41-43 n*igh*	12 41-42 now	12 29-42 no	12 21-30 new
14 31 10-15‡ leech	14 31 11-16‡ lieg*e*	17 1 33 8 10 quest	10 1 38 10 twit	11 2 34 45 6 dwarf	8 31 9 sees
14 39 17 8 lax	14 39 18 9 lags	1 33 10 whet	2 33 10 wet	28 30 15 ruch*e*	28 30 16 roug*e*
2 38 15 wish	2 38 22 with*e*	2 38 23 with	14 31 6 leaf	14 31 7 leav*e*	31 9 38 easy
3 13 40 10 plot	4 14 40 10 blot	21 29 45 yor*e*	28 29 45 roar	10 27 32-43 tray	11 28 32-43 dray
26 35 10 hut	36 45 5 arm	6 30 11 food	6 37 10 foot	8 31 10 seat	8 38 10 sit
14 33 11 8 led	14 39 11 lad	12 34 10 nau*gh*t	12 40 10 not	11 35 12 8‖ dunc*e*	11 41 12 8 danc*e*
21 33 8 yes	22 39 19 17 thank	21-30 you	41-43 I	39 5 am	2 33 14 well
3 13 31 9 pleas*e*	18 38 7 giv*e*	5 31 me	22 38 19 17 think	23 33 12 then	39 17 10 act

*The explanation given on pages 54 and 55 should be read before spelling out the exercises.

† Spell these nine underscored words, first as horizontally arranged, and then as perpendicularly arranged, and compare carefully the terminal positions.

‡ Good results are often obtained by employing 24–15 to represent the sound of *ch* in *leech*, and by employing 25–10 to represent the sound of *g* in *liege* and the sound of *j* in *join*.

§ Position 33 may be employed also to represent the Vowel sounds in *there*, *where*, and *air*.

‖ Position 35 may be satisfactorily used when the Vowel sound is indefinite, and when a strict analysis might require the use of the Voice-Glide or the Low Mixed Wide Vowel

Key-words are at best unsatisfactory, and the deaf student who has occasion to study those given here should be especially careful not to associate the Manual positions with any of the letters used in orthographic spelling, but should strive to associate them in every instance with the vocal adjustment which they describe. To think that position 2=*w* would be utterly incorrect and would induce great confusion when such words as *now, know, quest,* and *twit,* were to be phonetically spelled. Those who most fully appreciate the fact that the Manual positions always describe the formation of speech sounds, and never represent letters, will enjoy most fully the benefits of the system.

The figures which are placed above the words on the preceding page refer to the Manual positions shown in the Code of English Sounds. The letters in *italics* are silent; that is, have no phonetic value. All of the groups of letters which are not italicized are treated as single elements, and for each of these groups there is a corresponding reference number. When the elements consist of a diphthong, or of Consonants in combination, two numbers have to be employed to designate the required Manual positions. All such numbers are united by hyphens.

The positions from 1 to 28 inclusive are Consonant representations, and those from 29 to 41 inclusive represent Vowel formations. The position 42 is the Primary Mid Lip Mixed Glide-Indicator, the position 43 is the Wide Mid Top Glide-Indicator, the position 44 is the Wide Low Top Glide-Indicator, and the position 45 is the Point-Glide. The use of these Glide-Indicator positions does not necessarily involve any change in the way of writing Visible Speech by those who have become accustomed to the Glide symbolization of Prof. A. Melville Bell or of Dr. A. Graham Bell. When their Glide symbols are retained it may be well to place an accent, or some other mark, near the middle of the symbols which are used to represent positions 42 and 43, and at or near the bottom of the symbol which is used to represent position 44.

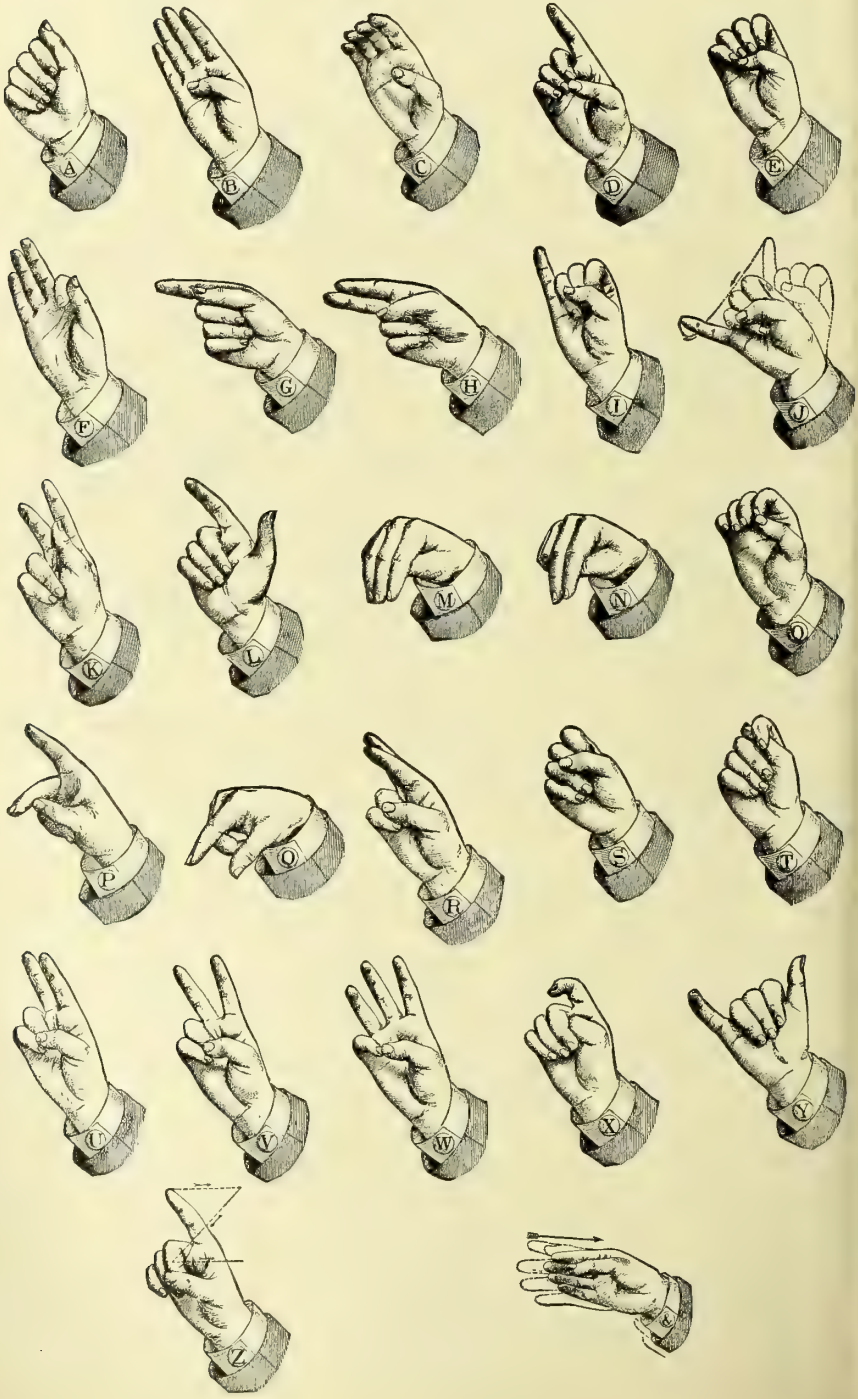
In taking these Manual positions care should be exercised to indicate unmistakably the essential difference between the non-vocal and the vocalized speech sounds. The rule which is stated at the top of page 23 has this mainly in view, and should be strictly observed unless some accident or other cause has deprived the operator of full control over the thumb's terminal phalanx, so that it is impossible for him to assume properly the

non-vocal position. In such cases the rule may be relaxed and the position of the thumb shown in cut 21 on page 29 may be employed to indicate a non-vocal speech sound.

A few facts worthy of passing notice are suggested by the sequence of the Manual position as shown in the analysis of the words on page 53. In the initial combinations which occur in the words *tray* (10 27 32-43), *dray* (11 28 32-43), *clad* (17 13 39 11), *glad* (18 14 39 11), etc., the second Consonant is non-vocal when the first Consonant is non-vocal, and is vocalized when the first Consonant is vocalized. This rule may be easily impressed upon the pupil's mind by giving him to understand that in these and similar cases, where the second Consonant is not disjoined from the first Consonant, the position which the thumb's terminal phalanx takes in representing the first Consonant must be retained while representing the second Consonant. Another fact which is illustrated by a practical use of the Manual is, that whenever the vocal transitions are smooth and easy the Manual transitions are smooth and easy; *e. g.: mists* (5 38 8 10 8), *strands* (8 10 27 39 12 11 9); and that whenever the vocal transitions are less easy the Manual transitions correspond; *e. g.: aches* (32-43 17 8), *exit* (33 17 8 38 10), *eggs* (33 18 9), *exact* (33 18 9 39 17 10).

It is possible that some statement may be expected, under the head of Practical Workings, regarding the value of the Manual and the benefits which have attended its adoption. A recital of the gratifying results which have crowned the use of the Manual thus far, and an account of the efficient way in which it has aided speech reading and has encouraged better articulation might be interesting and persuasive, but they may not be indulged in at this time. The pleasant and especial duty assigned me was to impart a practical understanding of the Manual and its governing principles, and with my earnest though imperfect attempt to do this my task must end.

THE ORTHOGRAPHIC MANUAL.



HISTORICAL SKETCH OF THE MANUAL ALPHABET AND DIRECTIONS FOR ITS USE.

LANGUAGE in its orthographic form, as we are accustomed to use it in writing and print, is addressed to sight, any one can learn to read this form of language written in the air by means of the manual alphabet, as readily as he can read writing The manual alphabet has nothing to do with "signs" or "the sign language;" it is a manner of writing English, and as a means of intercourse with the deaf, it is preferable to writing on paper, being more rapid and convenient.

The "American" alphabet presented on the foregoing pages, through the liberality of Dr. A. Graham Bell, was drawn and engraved from photographs for a work on manual spelling by Prof. J. C. Gordon, professor of articulation at the National Deaf-Mute College, Washington, D. C. Prof. Gordon kindly furnished us with the plates, and we give here, with slight modifications, the text of his little work on manual spelling.

THE ORIGIN OF THE ANCIENT ART OF DACTYLOLOGY

is not known, but evidences of its existence have been traced to the Assyrian antiquities down to the fifteenth century upon monuments of art. The Venerable Bede, "the wise Saxon," described finger-spelling more than a thousand years ago, and three manual alphabets are figured in an edition of his work printed in 1532. These are based upon the finger-signs for numbers which were used by the ancient Egyptians, Greeks, and Romans.

Monks, under rigid vows of silence, and other scholars who had special reasons to prize secret and silent modes of communication, beyond doubt invented and used many forms of manual alphabets. Rossellius, a Florentine monk, figured no less than three one-hand alphabets in 1579. Two-hand alphabets or mixed alphabets of various forms, were in use among the school-boys in Spain, France, and England centuries ago, and in some form such alphabets survive with the "child-lore" and the games inherited in turn by successive generations of children throughout Christendom.

THE FIRST FINGER ALPHABET

adopted in teaching spoken and written language to the deaf was the Spanish one-hand alphabet, which contains certain forms found in the Florentine plates of 1579. The happy thought of this adaptation is attributed to the pious and learned monk, Pedro Ponce de Leon (1520–1584). This alphabet beautifully engraved, appears in the famous work of Juan Pablo Bonet, secretary to the Constable of Castile, which was published a century after the birth of Ponce, or in 1620. This work, borrowed largely from Ponce, no doubt, is the oldest practical treatise extant upon the art of teaching the deaf-born to speak and use the common language of life.

The Spanish alphabet, somewhat modified, was introduced into France by the brilliant Pereire and his gifted deaf pupil, Saboureaux de Fontenay, where it speedily supplanted the clumsy alphabets employed in teaching the deaf by the Abbe De l'Epee and the Abbe Deschamps. The same alphabet, with a few slight changes, was adopted by Dr. T. H. Gallaudet in the school for deaf children opened at Hartford in 1817, and it is now known in almost every hamlet in the land. Finger-spelling is

TO THE DEAF A BORROWED ART.

It was originated neither by them nor by their teachers, yet its value to the deaf can hardly be overestimated. To the deaf-born the mastery of common language is an extremely difficult task. Intelligible speech in certain cases is well nigh impossible. Writing is slow, wearisome, lifeless, and often impracticable. Finger-spelling, which may have the rapidity of deliberate speech, and three times that of writing, permits dramatic action, emphasis, accuracy, and easy repetition, thus keeping the senses alert and vividly impressing the forms of words and sentences upon the mind. It compels practice in our language and encourages and stimulates the child in his efforts to master it. "Pupils who consent to spell out their thoughts soon leave behind them those who will be persuaded to do nothing but gesticulate."—[ED. AM. ANNALS, 1853].

This adjunct to speech-reading is recommended for its convenience, clearness, rapidity, and ease in colloquial use, as well as for its value as an educational instrument.

It is, however, chiefly with a view to promoting the welfare of thousands of deaf persons who depend largely upon finger-spelled English in their social and business relations, that the new plates for this alphabet were prepared, and that

THIS SIMPLE ART IS COMMENDED TO THE HEARING.

Taken up as a pastime, often, it has proved useful in business and in the home. It is of special value in the sick room, and it has been used by many, after the voice was gone, to convey messages of importance and last words of love, trust, and peace.

It was a favorite idea of Dr. T. H. Gallaudet that finger-spelling might be advantageously used in teaching hearing children to spell well, a theory that has been fully confirmed by experience.

This alphabet can be learned in an hour. It has been learned by close application in ten minutes. The plates represent, for the first time, typical positions of the fingers, hand, and forearm, from an absolutely uniform point of view, in front of the person spelling, or as seen in a large mirror by the user himself. The forms were determined from a study of scores of mediæval and modern plates as well as current usage.

IT IS RECOMMENDED

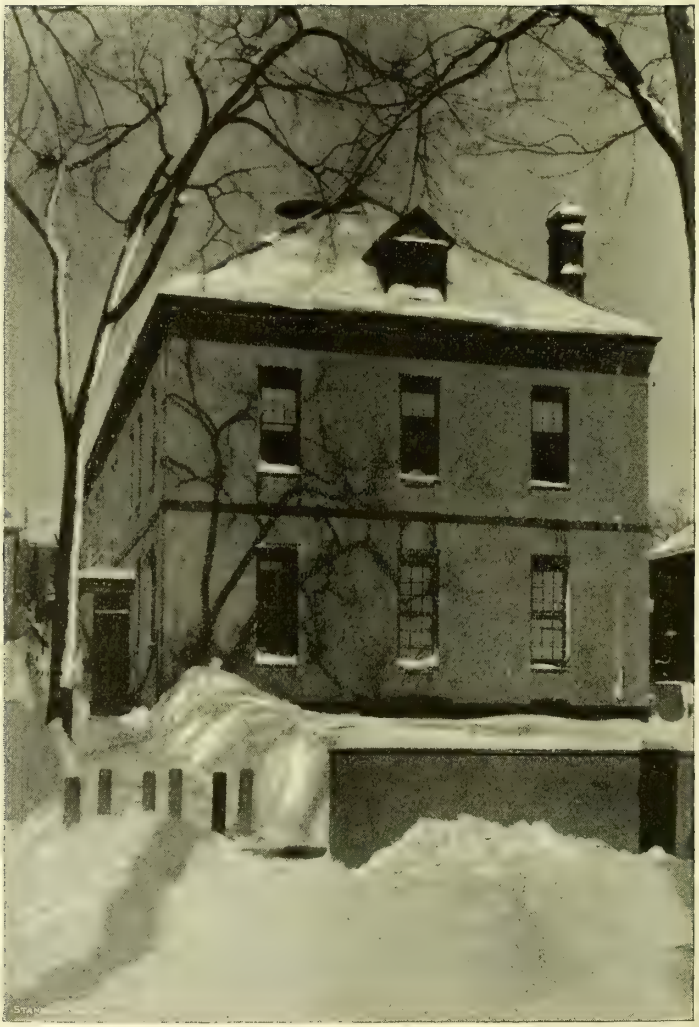
that the arm should be held in an easy position near the body with the forearm as indicated in the plates. It is not necessary to move the arm, but a short leverage is conducible to ease and is permissible, provided the hand delivers the letters steadily within an imaginary immovable ring of, say, ten inches in diameter. In colloquial use the fingers need not be so closely held nor so firmly flexed as represented in the cuts; but sprawling should be avoided.

Each letter should be mastered before leaving it. Speed will come with use; but should not be attempted or permitted until the forms of the letters and the appropriate positions of the hand are thoroughly familiar. The forms as given are legible from the distant parts of a public hall.

Certain letters as c, d, i, j, k, l, m, n, o, q, u, v, w, and z, resemble written or printed forms. J is simply traced in the air with the little finger, and z in like manner with the index finger. H, u, and n differ only in the position of the hand, and t is formed as in "taking off a baby's nose." These ten words contain all the letters: "adz, fan, map, cow, box, jar, sky, hat, quill, glove." Practice upon each of these for five minutes. It will do you no harm to have a verse of Scripture or some favorite quotation "at your fingers' ends" every morning of your life.

AS A MEDIUM OF INSTRUCTION.

The above directions by Prof. Gordon are helpful to the hearing who are acquiring the manual as they would a peculiar style of penmanship. But in teaching little deaf children the attention is not directed to the exact positions taken in making the letters, the teacher forms the letters correctly and so rapidly that, like the vocal elements of speech, they are lost in words. The use of the manual by beginners taught in this way is imperfect as is the speech of young hearing children, but it is unconsciously corrected through practice.



PORTLAND SCHOOL FOR THE DEAF.

The Portland School for the Deaf,

PORTLAND, MAINE,

1876–1893.

By ELLEN L. BARTON,

Principal of the School.

THE PORTLAND SCHOOL FOR THE DEAF.

The Portland School for the Deaf had its small beginning late in the year 1876, and owes its existence to the efforts of a single individual.

Three years before, a little daughter of Mr. J. B. Hudson, of Portland, after learning to speak, became deaf from spinal cerebro meningitis.

Loss of speech quickly followed loss of hearing, and the afflicted parents resolved not only that their child should be restored to speech, but that she should not be sent from home to receive an education; and to the establishment of a school for the deaf in Portland Mr. Hudson devoted himself till this end was accomplished.



For a long time he encountered discouraging obstacles and delays; but he struggled on with infinite patience, and at length gained the co-operation of the Portland school board and of the city government. In the spring of 1876 a small sum ($600) was appropriated by the city for an experimental beginning under the management of a subcommittee of the school board.

Rev. Dr. Thomas Hill, ex-president of Harvard University, was made chairman of that committee; and until his death Dr. Hill remained a devoted friend, notwithstanding the fact that his official connection with the School was of short duration—as all supervision of necessity is—owing to the brief term of office to which the Portland school committee are elected.

Having secured the funds, Mr. Hudson readily found three other deaf children in Portland and vicinity. Miss M. H. True was engaged as teacher for the rest of the year; one of the rooms used for its evening school by a benevolent society, the Portland Fraternity, was rented, and on the 31st of October, 1876, with four pupils, the Portland School for the Deaf began, to go quietly on till the present time, a period of sixteen years, steadily increasing in size and in usefulness.

But Mr. Hudson's work was not done. The life of the School was assured only till the following June, and his efforts were next directed towards securing assistance from the State.

For more than fifty years Maine had been educating her deaf wards at the American Asylum at Hartford, Connecticut, and, as might be expected from an old conservative New England State, much opposition was met by Mr. Hudson to a new school, particularly to a new school under a new system of instruction, since the old one had served the past so well and so long. Among the educated deaf-mutes, quite naturally, the sentiment was especially strong against a new-fangled system of education which discarded their beloved language of signs.

Nevertheless, during the spring of 1877, the Governor and Executive Council passed an order allowing persons from all parts of the State, except from Portland, to enter the Portland School on the same terms as those upon which pupils were received at Hartford—that is, upon due application they were allowed a per capita sum of $175 annually from the State. This action was confirmed by the legislature in 1879. At the close of the year, in June, the little School was deemed an experiment no longer, and Miss True not wishing to renew her engagement, Miss Ellen L. Barton, principal since that time, was placed in charge.

The annual tuition was fixed at eighty dollars and the School opened again on the 27th of August, 1877, with nine pupils, seven of whom were State beneficiaries and two from Portland.

An assistant teacher now became necessary, and an experienced articulation teacher being, at that time, out of the question in any English-speaking country, a Portland high-school graduate was appointed—Miss Kate A. Shaw, the first of a long line of assistants to receive training in this School.

The following year, 1878, opened with fourteen pupils; '79 with nineteen, and this increase remained very nearly uniform until fifty-three was reached, the greatest number at any one time.



MISS ELLEN L. BARTON.

After a few years the number of Portland pupils became greater, and as there was no corresponding increase in the income, Portland pupils not paying tuition, money was wanting for a suitable corps of teachers.

The annual city appropriation was made $1,200, in place of $1,000, but that was inadequate, and in 1881 Portland pupils were made State beneficiaries. The full amount was paid them for a term of years, but this was deemed excessive, and in 1885 an order was passed by the Governor and Council reducing the amount to a sum covering the tuition (eighty dollars), and the next year, for the *very* needy, a further sum,

not to exceed forty dollars a year each, was allowed, to be spent at the discretion of the principal.

It will be seen that frequent struggles for existence have been necessary since Mr. Hudson did his work, fifteen years ago, and this warfare has been mainly carried on by Miss Barton and her friends, but the labor of securing funds for the expenses of the School has been slight compared with that of providing homes and maintenance for the very poor from distant parts of the State. A day-school does not take cognizance of board. The city treasurer draws the money from the State, places the tuition to the credit of the School, and pays over the balance to the individual for board and current expenses. There ends the responsibility of the city.

For several years this balance was only $95 annually, but in 1885 it was made $120, at the most not enough for board.

During the first year, 1877, Mr. George C. Burgess, who was treasurer as well as supervisor, paid the State aid directly to the parents, who were obliged to come to Portland to receive the money and pay their own bills, a tax quite beyond the means of a large per cent. of the patrons of the School.

That these poor people should be relieved it was necessary for some one to assume this labor and responsibility, which Miss Barton reluctantly did, and along with it the further burden of paying bills, amounting to much larger sums, with this $120 per capita.

To do this cities and towns have been visited and solicited, organizations appealed to, individuals interested, and aid procured from every available source.

Clothing has been provided by charity for some of the most needy during long terms of years.

And still, difficult as all this has been, the great question is, and has been: Where shall these unfortunate children live? Where shall they find homes with motherly care and wise discipline?

Miss Barton stands *in loco parentis* to all, cares for them as best she can, hoping for the day when the city day-school shall become a State institution, and that day should not be distant—let us prophesy, *is* not.

The system of instruction has been from the beginning pure oral, and this has been the deliberate choice of the patrons of the School. The doors of the American Asylum have never been closed to Maine pupils for whom signs were preferred,

and the State has left the option with their guardians and friends.

Supervisors.

Rev. Dr. Thomas Hill, ... 1876–7
Mr. Geo. C. Burgess, ... 1878
Dr. F. A. Stanley, ... 1879
Rev. Dr. Wm. H. Shailer, ... 1880
Hon. Charles F. Libby, ... 1881–2
Mr. Sidney P. Shaxter, ... 1883
Col. Chas. B. Merrill, ... 1884
Mr. Patrick McGowan, ... 1885
Wm. M. Bradley, Esq., ... 1886
Dr. Chas. A. Ring, ... 1887–8
Dr. C. A. Baker, ... 1889–90–91
Dr. J. F. Thompson, ... 1892–93

Teachers.

Ellen L. Barton, *Principal*, 1877.

Ames, Laura G., ... 1879–80
Allen, Anna C., ... 1883–8
Bagley, Amy C., ... 1890
Draper, Estella M., ... 1880
Estabrook, Harriet R., ... 1882–9
Estabrook, A. Etta, ... 1888
Hudson, Alice F., ... 1884–7
Harris, L. Isabel, ... 1886
Merrill, Louise H., ... 1887–92
Plympton, Emma L., ... 1886–7
Purinton, E. W., ... 1890–1
Shaw, Annie Kate, ... 1877–83
Simonds, Mary I., ... 1889
True, Mary H., ... 1876–77, 1881–6, 1887–9
Webb, Mary, ... 1892



FRONT SOUTH EAST ELEVATION.
PLANS OF RHODE ISLAND INSTITUTE FOR THE DEAF.

The Rhode Island Institute for the Deaf,

PROVIDENCE, RHODE ISLAND,

1877–1893.

By LAURA DeL. RICHARDS,

Principal of the Institute.

THE RHODE ISLAND INSTITUTE FOR THE DEAF.

Through the influence of Mrs. Henry Lippitt a class of deaf pupils was formed in Providence, R. I., in 1877, with Joseph W. Homer as teacher, which formed the nucleus of the Rhode Island Institute for the Deaf.

Upon application to the Superintendent of Public Buildings for the city of Providence, the conditional use of a room in the school-house corner of Benefit and Halsey streets was granted.

The school increased so that at the close of the year 1877 Mr. Homer was appointed principal, with two assistant teachers.

In 1883 Mr. Homer resigned and Miss Katharine H. Austin was appointed to fill the vacancy.

In 1885 Miss Austin resigned the principalship and Miss Anna C. Black was appointed in her stead. The school increased in numbers so that it became necessary to add two more teachers to the corps of instructors.

Upon Miss Black's resignation, in 1889, Laura De L. Richards was appointed principal. As the school increased it became evident it had outgrown its very limited accommodations, and it was through the untiring efforts of Miss Jeanie Lippitt and her brother, Mr. Harry F. Lippitt, that the legislature appropriated $50,000 to purchase a site and erect suitable accommodations for a boarding school.

The bill passed, changed the name of the school to the "Rhode Island Institute for the Deaf" instead of "School for the Deaf," and placed it under the care of a special board of trustees, consisting of the governor and lieutenant-governor, together with six men and three women, in place of the Board of Education.

The names of the members of the board of trustees are:

His Excellency D. Russell Brown, Governor.
His Honor Melville Bull, Lieutenant-Governor.
D. B. Pond, *Chairman.*
H. F. Lippitt, *Secretary.*

W. K. Potter, Howard Smith,
G. A. Littlefield, R. R. Robinson, M. D,
Miss Jeanie Lippitt, Mrs. J. C. Wyman,
Mrs. E. D. McGuinness.

The purchase of a fine lot was made on the highest point of land in the city of Providence, Rhode Island, commanding a fine view, in the autumn of 1891, and work was begun on the buildings in the spring of '92. The buildings were completed and school opened in the very pleasant and commodious quarters January 1, 1893.

Principal.

Laura De L. Richards.

Teachers.

A. Evelyn Butler, Hattie C. Hall,
Fannie Gladding, Bessie L. Nixon,
Anna C. Allen.

Supervisor of the Girls.

Alice W. Ely.

Supervisor of the Boys.

Christine Whipple.

The St. Louis Day-School for the Deaf,

ST. LOUIS, MISSOURI,

1878–1893.

By Rev. JAMES H. CLOUD, M. A.

Principal of the School.

THE ST. LOUIS DAY-SCHOOL FOR THE DEAF.

Delos Albert Simpson, B. A., of Michigan, a graduate of the National College for the Deaf, class of 1878, came to St. Louis, in the fall of the year of his graduation, for the purpose of establishing a school for the deaf. Being a total stranger in the city, he brought a letter of introduction from the president of the College at Washington, and in due time succeeded in interesting several prominent persons in his project, among the most active of whom were Jacob S. Merrell, Samuel Brant, Rev. P. G. Robert, Mrs. Ann Bailey and her daughter, Miss Martha Bailey.

At a meeting of the School Board on October 9, 1878, Messrs. Merrell and Brant and their associates presented a petition praying for the establishment of a day-school for the deaf in the central portion of the city. The communication was referred to the teachers' committee, which, at the following meeting of the Board (November 12), recommended that the use of one room in a centrally-located part of the city be granted, and that one teacher be employed. This report was referred to a joint legislative and teachers' committee.

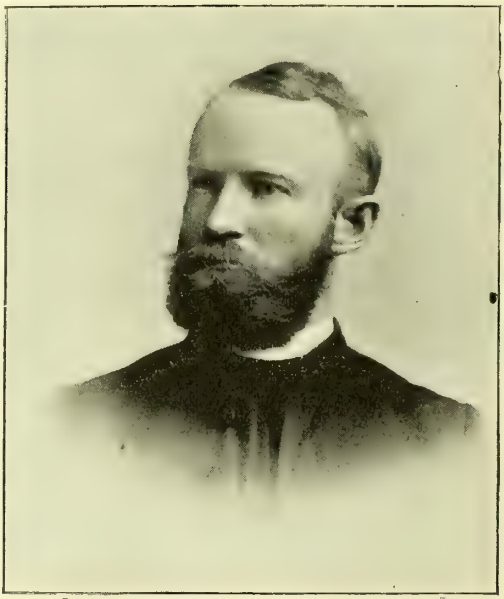
In the meantime another petition to the same effect was received, the petitioners agreeing to pay the expenses. This offer was accepted and a room in the then Franklin branch (now Dumas Colored School), at 1413 Lucas avenue, was granted. On December 2, 1878, the School was formally opened with eight pupils in attendance and Mr. Simpson in charge.

In the following April the School Board took charge of the School upon the recommendation of the joint legislative and teachers' committee, and Mr. Simpson was retained for the rest of that scholastic year at a salary of $50 per month. This decision was reached in order to give the plan a trial, so that subsequent action of the Board might be intelligently taken. The trial proving satisfactory, Mr. Simpson was retained for the following year at a salary of $650, and the School was then removed to its present location, in the Jefferson branch, corner of 9th and Wash streets.

The attendance of pupils continuing to increase, an assistant

teacher was appointed in the fall of 1880. Since then the principal has always had one or more assistants. Mr. Simpson managed the School with ability and success until failing health caused him to relinquish his position, near the close of the scholastic year, in June, 1889.

In the following autumn Robert P. McGregor, M. A., a teacher in the Ohio Institution for the Deaf, was appointed as Mr. Simpson's successor and remained in charge of the School one year, leaving to return to the Ohio Institution.



REV. JAS. H. CLOUD, M. A.

In the autumn of 1890 the present principal was appointed. Upon his recommendation the method of instruction was changed to the Combined System in February, 1891. The total enrollment of pupils up to January 1, 1893, is 155.

Chronological List of Principals.

Delos A. Simpson, B. A., 1878–1889.
Robert P. McGregor, M. A., 1889–1890.
Rev. James H. Cloud, M. A., 1890– .

Chronological List of Assistant Teachers.

Miss Sylvia L. Chapin, 1880–1882.
Miss Emma Macy, 1882–1886.
Miss Annie M. Roper, 1886– .
Mrs. M. L. Simpson, 1883–1887.
Miss Margaret L. Kennedy, 1887–1887.
Miss Virginia Cowden, 1887–1888.
Henry Gross, B. A., 1888–1890.
Miss Mary Armstrong, 1890–1890.

Chronological List of Articulation Teachers.

Miss Helen C. Vail, 1891–1891.
Miss Pearl W. Herdman, 1891– .

Present Instructors.

Rev. James H. Cloud, M. A., Principal.
Miss Annie M. Roper, Assistant Teacher.
Miss Pearl W. Herdman, Teacher of Articulation.

For the benefit of the deaf of St. Louis, aside from the School, is the "St. Thomas' Mission for the Deaf," Christ Church Cathedral (Chapel), begun in 1875, by the Rev. A. W. Mann, and organized in 1891, with the Rev. J. H. Cloud minister in charge. The members of the committee are: Mr. E. D. Kingon, Mr. Alexander Wright, Mr. W. A. F. Hammer, and Miss Emma Schum; Miss Martha Bailey is secretary and Miss Annie M. Roper is treasurer. The hours of service on all Sundays are: Sunday-school and Bible classes, taught by Mrs. Lulu O. Cloud and Miss Pearl Herdman, respectively, at 10.40 A. M.; morning prayer and sermon, 11.10 A. M.; on days to be appointed, holy communion is at 11 A. M., evening prayer and sermon at 3 P. M. The number of communicants May 1, 1892, was 33.

The Mid-Western Deaf-Mute Mission field, of which St. Thomas is a part, embraces an area of 615,000 square miles (sixteen dioceses), and contains a deaf-mute population of 9,000.

The word Thomas in the name directly refers to the Apostle of that name, but indirectly to *Thomas* Hopkins Gallaudet, the founder of deaf-mute instruction in America, and to the Rev. *Thomas* Gallaudet, the founder of the Church Mission to deaf-mutes in America.

For social and literary purposes there is in St. Louis the

"St. Louis Deaf-Mute Club." Its organization occurred in the month of April, 1882, and its purposes are principally of a social nature, being non-sectarian and independent. It holds its regular meeting every second Thursday of each month, in Room No. 12, on the 3d floor of the Empire Building, 919 Olive street, where literary entertainments and socials are also given from time to time. Strangers in the city are cordially invited to avail themselves of its opportunities. The officers are: W. H. Schaub, president; L. A. Froning, vice-president; J. J. Smith, secretary; A. B. Dieckmann, treasurer; John A. Luke, sergeant-at-arms; George D. Hunter and J. E. Campbell, trustees.

HISTORY

OF THE

NEW ENGLAND INDUSTRIAL SCHOOL

FOR

Deaf Mutes.

Organized 1876. Incorporated 1789.

Beverly, Mass.

THE ALLEN JOB PRINT,
BEVERLY, MASS.



NEW_ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES, BEVERLY, MASS.



WILLIAM B. SWETT, (DECEASED),
FOUNDER OF THE NEW ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES.

New England Industrial School for Deaf-Mutes.

The idea of establishing an industrial and educational institution for the deaf in Eastern Massachusetts orginated with Mr. William B. Swett of Marblehead, Massachusetts, a deaf-mute and a native of Henniker, New Hampshire, the idea striking him when he noted the large number of uneducated deaf-mutes whose parents were of too limited means to send them to the institution at Hartford, Connecticut. Subsequent observation has shown that the parents of many of the pupils objected to the distance of the above mentioned institution. Mr. Swett discovered a citizen in Marblehead who had a farm of fifty-seven (57) acres in Beverly, Massachusetts, which he was willing to sell for the purpose, and finding that it could be obtained by paying a small sum and mortgaging the balance, and finding the location most desirable, Mr. Swett made the purchase, having great faith in the ultimate success of his undertaking.

The New England Industrial School for Deaf-Mutes was organized in 1876 and incorporated in 1879.

In May, 1879, the industrial department was opened with ten persons, all adults; February 16th, 1880, the educational department opened with seven pupils: Mary A. Swinson, Gloucester; James Fuge, Gloucester; Patrick O'Connell, Lawrence; Edward Mulcahy, Salem; John T. Hennessy, Lawrence; Anna Enlind, Lawrence; and Jennie White, Gloucester. Mr. Ralph H. Atwood of Newburyport, Mass. and Miss Nellie H. Swett, daughter of the founder, were principal and teacher respectively. The combined system was, and is at present the means of instruction. In the summer following the opening of the school, Mr. Atwood received and accepted a more remunerative offer to teach elsewhere and Miss Swett was appointed to fill the vacancy caused by his resignation.

Mr. Swett acted as Superintendent until March, 1884 when, after an illness of two weeks he died; the trustees unanimously decided that his mantle should fall on the shoulders of his daughter.

The First Board of Officers.

TRUSTEES,

REV. THOMAS GALLAUDET, New York, N. Y., PRESIDENT
THOMAS APPLETON, Marblehead, Mass.,
HON. JOHN I. BAKER, Beverly, Mass.,
WILLIAM C. BOYDEN, Beverly, Mass.,
GEORGE ROUNDY, Beverly, Mass.,
SAMUEL F. SOUTHWICK, Salem, Mass.,
REV. GEORGE I. SANGER, Danvers, Mass.,
REV. JULIUS H. WARD, Boston, Mass.,
THOMAS BROWN, Henniker, N. H.,
WILLIAM H. WORMSTEAD, Marblehead, Mass.

TREASURER,

JOHN W. CARTER, Beverly, Mass.

EXECUTIVE COMMITTEE,

GEORGE ROUNDY.

SUPERINTENDENT,

WILLIAM B. SWETT.

PRINCIPAL,

PROF. RALPH H. ATWOOD, Newburyport, Mass.

INSTRUCTRESS,

MISS NELLIE H. SWETT.

MATRON,

MRS. MARGARET H. SWETT.

PHYSICIAN,

CHARLES HADDOCK, M. D.

At the opening of the institution it was weighted with a mortgage of $5,500, and not till 1886 was it able to pay any large sum toward its reduction. In that year, the first petition for aid was presented to the Legislature of Massachusetts; the result was an appropriation of two thousand (2,000) dollars, one thousand of which was used in reducing the mortgage. The remainder enabled the trustees to defray current expenses. From other sources they were enabled to make much needed improvements in the building for the comfort of the inmates. Since then there have been yearly petitions for the same sum, each successful.

By means of these appriations the School has been freed from the mortgage debt.

During all these years, 1879 to 1893, the grounds have been greatly improved, the school building enlarged to more than twice its orginal size, a fine large barn, a carriage house and a two and a half story dwelling house built, while a little old house which was formerly an ell of the original building was prepared for a hospital.

These improvements have more than doubled the value of the estate.

A considerable portion of the farm work is accomplished by the boys.

The institution is largely dependent upon the contributions of the generous public and donations. At present it has a debt of twelve hundred (1,200) dollars.

Present Board of Officers.

TRUSTEES,

REV. THOMAS GALLAUDET, New York, N. Y. PRESIDENT.
THOMAS APPLETON, Marblehead, Mass.,
REV. JULIUS H. WARD, Boston, Mass.,
HON. JOHN I. BAKER, Beverly, Mass.,
JOHN W. CARTER, Beverly, Mass.,
CHARLES W. HADDOCK, M. D., Beverly, Mass.,
PETER E. CLARK, Beverly, Mass.,
ROBERT R. ENDICOTT, Beverly Mass.,
CAPT. EDWARD L. GIDDINGS, Beverly, Mass.,
CHARLES WOODBERRY, Beverly, Mass.

TREASURER,

JOHN W. CARTER.

PRINCIPAL,

MISS NELLIE H. SWETT.

INSTRUCTRESS,

MRS. PERSIS S. BOWDEN.

MATRON,

MRS. MARGARET H. SWETT.

FOREMAN OF OUT-DOOR DEPARTMENT,

JOHN BOWDEN, JR.

INMATES OF THE INDUSTRIAL DEPARTMENT.

IRA POLAND,
SARA POLAND,
CATHARINE MADER,
ELIZA M. GOLDSMITH,
FRED A. GUNNISON.

List of Pupils in Attendance, January, 1893.

Name	Town	State
Beaulieu, Felice	Lawrence,	Mass.
Burns, Patrick	Lawrence,	Mass.
Casey, Bessie	Danvers,	Mass.
Couture, Edmond	Lowell,	Mass.
Durkin, Martha	Lawrence,	Mass.
Finnicks, Joseph	Cambridge,	Mass.
Gray, Bertha	Dover,	N. H.
Gray, Betsey	Dover,	N. H.
Hamburger, Edward	Cambridge,	Mass.
Hamel, Philip	Lawrence,	Mass.
Hammond, Frank	Woburn,	Mass.
Hanley, Francis	Lawrence,	Mass.
Johnson, Ernest	Lowell,	Mass.
King, Rose F.	Swampscott,	Mass.
Madison, Charles N.	Pigeon Cove,	Mass.
Menache, Frank	So. Brookfield,	Mass.
McKenzie, Mary L.	Gloucester,	Mass.
McNeilly, Willie	Roxbury,	Mass.
Middlemas, Margaret	Somerville,	Mass.
Nolen, Arthur	Salem,	Mass.
Packard, Ferdinand G.	North Adams,	Mass.
Parson, Victor A.	Wakefield,	Mass.
Scruton, Fred	Rochester,	N. H.
Sexton, Agnes	Dorchester,	Mass.
Tripp, John C.	Brunswick,	Maine.
Wells, Mary B.	Marblehead,	Mass.

Trustees — Past and Present.

REV. THOMAS GALLAUDET, New York, N. Y.,
THOMAS APPLETON, Marblehead, Mass.,
REV. JULIUS H. WARD, Boston, Mass.,
*GEORGE ROUNDY, Beverly, Mass.,
HON. JOHN I. BAKER, Beverly, Mass.,
*WILLIAM C. BOYDEN, Beverly, Mass.,
WILLIAM H. WORMSTEAD, Marblehead, Mass.,
REV. G. I. SANGER, Danvers, Mass.,
*SAMUEL F. SOUTHWICK, Salem, Mass.,
*THOMAS BROWN, West Henniker, N. H.,
*CAPT. ELISHA WHITNEY, Beverly, Mass.,
JOHN W. CARTER, Beverly, Mass.,
PETER E. CLARK, Beverly, Mass.,
CHARLES W. HADDOCK, M. D., Beverly, Mass.,
ROBERT R. ENDICOTT, Beverly, Mass.,
CAPT. EDWARD L. GIDDINGS, Beverly, Mass.,
CHARLES WOODBERRY, Beverly, Mass.

*Deceased.

List of Pupils in Attendance from February, 1880, to January, 1893.

Name	Residence
Acheson, Washington D.	Roslindale, Mass.
Bennett, John	Salem, Mass.
Berry, Francis A	South Chesterville, Maine.
Berry, Fred G	South Chesterville, Maine.
Beaulieu, Felice	Lawrence, Mass.
Blanchette, Obeline	Salem, Mass.
Bragg, Lillian M.	Salisbury, Mass.
Burns, Patrick	Lawrence, Mass.
Caiger, Randall D.	Boston, Mass.
Casey, Bessie	Danvers, Mass.
*Chadbourne, Samuel B.	Dexter, Maine.
*Collyer, Frank	Marblehead, Mass.
Couture, Edmund	Lowell, Mass.
Daniels, Clara M.	Salisbury, Mass.
Daniels, Willie E.	Salisbury, Mass.
Duane, Johanna	Brighton, Mass.
Durkin, Martha	Lawrence, Mass.
Enlind, Anna	Lawrence, Mass.
Edwards, John W.	Haverhill, Mass.
Fecteau, Ovide	Plaistow, N. H.
Finnicks, Joseph	Cambridge, Mass.
Flavin, Thomas J.	Amesbury, Mass.
Fuge, James	Gloucester, Mass.
*Gmerczinska, Carrie	Salem, Mass.
Gray, Bertha	Dover, N. H.
Gray, Betsey	Dover, N. H.
Gray, Hattie	Dover, N. H.
Griffin, Peter	South Boston, Mass.
Gunnison, Fred A.	Topsfield, Mass.

*Deceased.

Gustin, Robert.....Boston, Mass.
Hamburgher, Edward.....Cambridge, Mass.
Hamel, Phillip.....Lawrence, Mass.
Hammond, Frank.....Woburn, Mass.
Hanley, Francis.....Lawrence Mass.
Hennessy, John T.....Lawrence, Mass.
Henotte, Rose A.....Lowell, Mass.
Hopkins, Willie E.....North Whitefield, Maine.
Jackman, Rebecca F.....Salisbury, Mass.
Johnson, Ernest.....Lowell, Mass.
King, Rose F.....Swampscott, Mass.
Lebel, Marie.....Salem, Mass.
Lovejoy, Roscoe P.....West Sidney, Maine.
Madison, Charles W.....Pigeon Cove, Mass.
McCollum, Amelia.....Beverly, Mass.
McKenzie, Mary L.....Gloucester, Mass.
McMahon, Joseph E.....Lowell, Mass.
McNeilly, Willie.....Roxbury, Mass.
Menache, Frank E.....North Brookfield, Mass.
Middlemas, Margaret.....Somerville, Mass.
*Moody, Frank W.....Concord, Mass.
Mulcahy, Edward.....Salem, Mass.
Mullane, Margaret.....Lawrence, Mass.
Murphy, Jeremiah.....Lawrence, Mass.
Nolen, Arthur.....Salem, Mass.
Noone, Willie.....Lawrence, Mass.
*O'Connell, Patrick J.....Lawrence, Mass.
Otis, Frank E.....Lawrence, Mass.
Packard, Ferdinand G.....North Adams, Mass.
Parson, Victor A.....Wakefield, Mass.
Proulx, Hubert,.....Lowell, Mass.
Scruton, Fred.....Rochester, N. H.
Sexton, Agnes.....Dorchester, Mass.
Southwick, Edith F.....Salem, Mass.

*Deceased.

Swinson, Mary A.....Gloucester, Mass.
Terry, Joseph.....Cambridgeport, Mass.
Thibault, Odeli,.....Salem, Mass.
Tripp, John C.....Brunswick, Maine.
Wells, Mary B.....Marblehead, Mass.
White, Jennie.....Gloucester, Mass.
Wise, George A.....Cambridgeport Mass.
Wise, Lottie.....Cambridgeport, Mass.

*Deceased.



The South Dakota School for Deaf-Mutes,

SIOUX FALLS, SOUTH DAKOTA,

1880–1893.

By PHIL. L. AXLING,

Teacher in the School.

THE SOUTH DAKOTA SCHOOL FOR DEAF-MUTES.

The South Dakota School for Deaf-Mutes was established in the fall of 1880, under the title of the "Dakota School for Deaf-Mutes," and was located at the city of Sioux Falls, in South Dakota, then a part of the Territory of Dakota. Mrs. D. F. Mingus, *née* Miss Jennie Wright, now a resident of San Diego, California, took the first steps toward the establishment of the school which has grown to such proportions during the past twelve years. Mrs. Mingus came to Sioux Falls from Burlington, Iowa. She had had some experience with the education of the deaf, besides having a sister who was deaf. Upon her arrival here she secured the co-operation and assistance of Rev. Thomas B. Berry, an Episcopal minister and a gentleman who took a great interest in the happiness and welfare of the deaf, having been instructor in the New York and Maryland Schools for the Deaf. There were at this time four deaf children in the city of Sioux Falls—Hester Black, Willie Hanley, and the two brothers, Lewis and Harry Garrison. These Mrs. Mingus and Mr. Berry took into their care, and soon added a fifth—Andrew Sieverson, from the vicinity of Sioux Falls. The work of educating these five children was carried on in a private dwelling, which is still standing. Mrs. Mingus performed the duties of teacher and Mr. Berry acted as principal of the School. The expenses were paid out of donations contributed by citizens of Sioux Falls and surrounding towns. Before a year had passed there were prospects of additions being made to the number of pupils.

During the latter part of the summer following the establishment of the School Mr. James Simpson, for three years a teacher in the Iowa Institution for the Education of the Deaf, and brother-in-law to Mrs. D. F. Mingus, came to Sioux Falls and assumed the management of the School. A fund of a thousand dollars and a site of ten acres, besides an appropriation of two thousand dollars from the Territory, were secured. The land was the gift of Hon. E. A. Sherman, Senator R. F. Pettigrew, and Mr. L. T. Dunning, all of Sioux Falls, and Mr. Isaac Emerson, of Melrose, Mass.

A plain frame structure, 36 x 40 feet, and a wing, 16 x 24

feet, and containing fourteen rooms, were at once erected upon the site donated. This building was ready for occupancy on the twenty-first of October, 1881, on which day the pupils were removed from their city home to the new building. There were now seven pupils in all—the five named above and Sarah Collins, of Sioux Falls, and Willie Richmond, of Bon Homme county.

From this time on the School began to prosper. The foundation had been laid, and the work was in the hands of a man who had had some experience in such work as he had undertaken to carry out. Dakota was then a sparsely populated territory, and Sioux Falls herself was but little more than a



MAIN BUILDING, SOUTH DAKOTA SCHOOL FOR DEAF-MUTES.

frontier town. The winters were particularly severe, and the soil was in a poor state of cultivation. These circumstances worked against the progress of the School, but it lived through all obstacles.

The first board of directors was made up of the following gentlemen: Hon. E. A. Sherman, president; Hon. Amos F. Shaw, treasurer; Mr. E. G. Wright, secretary; Mr. C. K. Howard, all of Sioux Falls; Hon. J. O'Brien Scobey, Brookings; Rev. G. C. Pennell, Deadwood; Hon. C. A. Lounsbury, Bismarck (N. D.); Hon. V. P. Thielman, Parker, and Hon. O. S. Gifford, Canton.

About five months after moving into the new building another pupil—Philip L. Axling—was admitted, and one month later Betsey Anderson, now Mrs. Frank McCuster. Willie Hanley, one of the original five pupils, had left, his parents moving to the State of Illinois. The close of the school term of 1881–'82 saw eight pupils in attendance—five boys and three girls.

The third term opened with an attendance of twelve, the new additions being Eva and Edith Ross, Ada Benedict, and John J. Dold. The last named came from the Iowa School, and acted as instructor part of the time, though still pursuing his studies. Eva and Edith Ross were also from the Iowa



SHOP BUILDING, SOUTH DAKOTA SCHOOL FOR DEAF-MUTES.

school, but residents of Dakota. Eva is now Mrs. S. E. Stickney, of Winona, Minn. During the fourth term another pupil from the Iowa School was received; he was H. Clinton Crowl. After this new arrivals came one by one.

During its session of 1883 the territorial legislature appropriated the sum of $12,000 for the erection of a new building, which is now known as the "Main Building." In the beginning of the term of 1884–'85 the frame structure was vacated and the main building occupied. Shortly afterwards more room was needed, and two years after securing the appropria-

tion for the main building another appropriation from the Territory, this time $16,000, was obtained. Then commenced the erection of the boys' dormitory building, which was completed in the spring of 1886. Both the main building and the boys' dormitory were built of Sioux Falls granite, the former trimmed with pressed brick and the latter with red pipestone, from the famous pipestone quarries of Minnesota.

Some time after vacating the frame building it was sold, and the purchaser removed it to a site about half a mile from the School. It was for a time used as a county hospital.

The next appropriation secured for buildings and improvements was the sum of $56,000, obtained in February, 1887. A shop building was erected, as was also a fine barn, both built of Sioux Falls granite. A water-tank holding 525 barrels, and a windmill, were put up, and twenty acres of land lying adjacent to the original site were purchased. Numerous other improvements were made, such as grading the grounds and building cement curbings and brick walks around the driveways, and setting out a large number of trees around the buildings.

Up to the summer of 1887 the teaching corps consisted of the superintendent and his wife, with an assistant part of the time. The number of pupils had increased to such proportions that additional teachers were needed. The opening of school in the fall of 1887 saw three teachers, appointed during the summer, ready to take up the work of educating the pupils. These were Miss Emma Von Behren, Miss M. Frances Walker, and Mr. H. McP. Hofsteater, the last named at the time of his appointment being a student of the National Deaf-Mute College. Miss Von Behren and Miss Walker were speaking teachers, and in addition to their regular classes had articulation classes. Mrs. James Simpson continued to teach as she had done for several years.

After a year of teaching Miss Walker resigned her position, and was succeeded by Mr. Frank R. Wright, a graduate of the Sioux Falls University, and acquainted with the language of the deaf. After another year Miss Von Behren resigned her position as teacher and accepted that of matron of the School, which position had been held for five years by Miss Ida E. Wright, who now resigned to become Mrs. J. T. Gilbert, of Sioux Falls. Previous to the appointment of Miss Wright as matron, Miss Kate Harrington was matron for a short time.

The position of teacher vacated by Miss Von Behren was filled by the appointment of Mrs. M. L. Simpson, for several years a teacher in the St. Louis Day-School for the Deaf.

Miss Von Behren held her position as matron until 1891, when she resigned and was succeeded by Miss M. Frances Walker, formerly a teacher in the School. Mr. Frank R. Wright, one of the teachers, also resigned in 1891, and Miss Von Behren again became a teacher. No more changes were made in the corps of teachers until the summer of 1892, when Mr. H. McP. Hofsteater resigned. His position was filled by



BOYS' DORMITORY BUILDING, SOUTH DAKOTA SCHOOL FOR DEAF-MUTES.

the appointment of Mr. Phil. L. Axling, one of the first graduates of the School, and at the time of his appointment a teacher in the North Dakota School for the Deaf.

An art department was created in the latter part of the year 1889, and Mr. Charles A. Locke, a graduate of the Iowa School for the Deaf, was appointed as instructor. Failure to obtain sufficient provision for the maintenance of this department caused it to be discontinued, and Mr. Locke left the School in the spring of 1892.

The School has lost by death three pupils, so far as known to the officers, but not one of these deaths occurred within

the walls of the School. The first to succumb to the inevitable was Willie Richmond, a bright boy admitted in the fall of 1881. He was taken home in the spring of 1885, on account of being unable to attend to his studies while suffering from sickness. He died in the following July, from a complication of diseases baffling the skill of the attending physicians. The second pupil who died was taken home for treatment and nursing several weeks before his death occurred. The third case, that of a little Sioux Indian girl, occurred one year and a half after the girl had gone home for vacation and had not been returned for another year.

At the time that the first three new teachers were appointed, in August, 1887, a boys' supervisor and a night watchman were also appointed. Mr. W. E. Dobson, a graduate of the Iowa School for the Deaf and a student of the National Deaf-Mute College, and Mr. H. J. Harlow, of Sioux Falls, filled the respective positions. Two years later both of these gentlemen resigned, and their places were filled by Mr. C. R. Hemstreet, of Iowa, a graduate of the National College, and Mr. A. T. Richardson, of Sioux Falls, respectively. Mr. Hemstreet resigned in July, 1892, and was succeeded by Mr. John Griffiths, a graduate of the South Dakota School.

The number of pupils in attendance each year since the establishment of the School has constantly been on the increase. In the fall of 1889 the Territory of Dakota was divided, and the States of North and South Dakota were created. The following winter the North Dakota legislature established a school for her deaf children. As a result of a conference between Governor Mellette of South Dakota and Governor Miller of North Dakota, the North Dakota children in school at Sioux Falls in April, 1890, were sent home. Prior to these proceedings the number in attendance in the South Dakota School was forty-seven. Of these thirteen belonged to North Dakota, all of whom were sent away. Before the close of the term one or two others had left the School, leaving thirty-two pupils. Within three years after so many had left in a body the number had increased to forty-eight, while at the same time some ten or twelve had graduated or left, never to return as pupils.

When the frame building was erected and moved into, in the year 1881, a cheap frame structure to serve as shelter for one horse and one cow was built, and, as necessity demanded, ad-

ditions were made thereto, until in 1887 three horses and ten cows were accommodated. This old landmark was torn down after the new stone barn was completed, and now nothing remains of it. The present barn is one of the finest in the State, being built of Sioux Falls granite, in a substantial manner. It is a two-story barn and will accommodate four horses and about fifteen cows, besides holding from ten to fifteen tons of hay, and having room for four carriages.



BARN, SOUTH DAKOTA SCHOOL FOR DEAF-MUTES.

During the year 1892 a ninety-ton round silo was built, and in the fall of the same year it was filled with corn ensilage raised on the twenty acres of land belonging to the School. This ensilage constitutes almost the sole feed of ten cows and some fifty head of sheep. For the latter a frame addition to the barn was built in the fall of 1892, the boys of the School doing the work with the assistance of a carpenter.

One of the first trades taught in the School was printing, a small outfit being purchased in May, 1887, and the publication of a small paper being begun in December of the same year. About a year afterwards carpentry and the tinner's trade were introduced. Farming operations have been carried on more or less from the first, and to-day the results of the labors in this direction stand out very conspicuously. Several of the

older boys are instructed as thoroughly as possible in practical farming and dairying, and those who make earnest efforts to master every detail in this grand occupation will no doubt make successful farmers.

After a time the tinner's trade had to be abandoned by reason of a lack of funds to pay for the services of a competent foreman. Printing continued to be taught, and now it stands alongside of the farming operations. The boys received their first lessons in the art under Mr. H. McP. Hofsteater, one of the teachers, and in December, 1887, started a small leaflet called "The Advocate." The paper circulated at home at first, but in January following it was enlarged and sent out as a fortnightly, under the title of "The Dakota Advocate." It commenced its third year as a weekly with double the size it had when first circulating outside. It is now rounding out its sixth year, and appears as a neat and interesting sheet.

A steam-heating apparatus was placed in the main building as early as 1885, and about two years after the completion of the boys' dormitory the building was heated by steam. In January, 1891, electricity was introduced as the light for every room in the buildings, including the barn. The supply is obtained from the city electric-light works.

The School has been under the care of a board of directors, a board of trustees, and, finally, a board of charities and corrections. When South Dakota assumed the responsibilities of statehood the School was under a board of trustees, who were succeeded by a board of charities and corrections, appointed by the Governor. This board consists of five members, who have in their charge, besides the School for Deaf-Mutes, the State Reform School, the South Dakota Hospital for the Insane, and the South Dakota Penitentiary.

Following are the names of the gentlemen constituting the present board of charities and corrections, together with their post-office addresses, and the officers and teachers of the South Dakota School for Deaf-Mutes:

Board of Charities and Corrections.

C. M. Howe, President, ... Mellette.
Z. Richey, Secretary, ... Yankton.
G. A. Uline, ... Dell Rapids.
Robert W. Haire, ... Aberdeen.
Dr. W. H. Boals, ... Lake Preston.

Superintendent.

JAMES SIMPSON.

Matron.

M. FRANCES WALKER.

Teachers.

EMMA VON BEHREN, M. L. SIMPSON. PHIL. L. AXLING.

Boys' Supervisor.

JOHN GRIFFITHS.

The Milwaukee Day-School for Deaf-Mutes,

MILWAUKEE, WISCONSIN,

1883–1893.

THE MILWAUKEE DAY-SCHOOL FOR DEAF-MUTES.

The History of the Milwaukee Day-School for Deaf-Mutes is given in the History of the Wisconsin System of Public Day-Schools for Deaf-Mutes (Article XCIV, Volume III), pages 6–23.

The Pennsylvania Oral School for the Deaf,

SCRANTON, PENNSYLVANIA,

1883–1893.

By Hon. ALFRED HAND,

President of the School.



PENNSYLVANIA ORAL SCHOOL BUILDING NO. 1.



Pennsylvania Oral School Building Nos. 1 and 2.



BUILDING · NO. 2 · BUILDING · NO 1 · PROPOSED BUILDING

FRONT ELEVATIONS

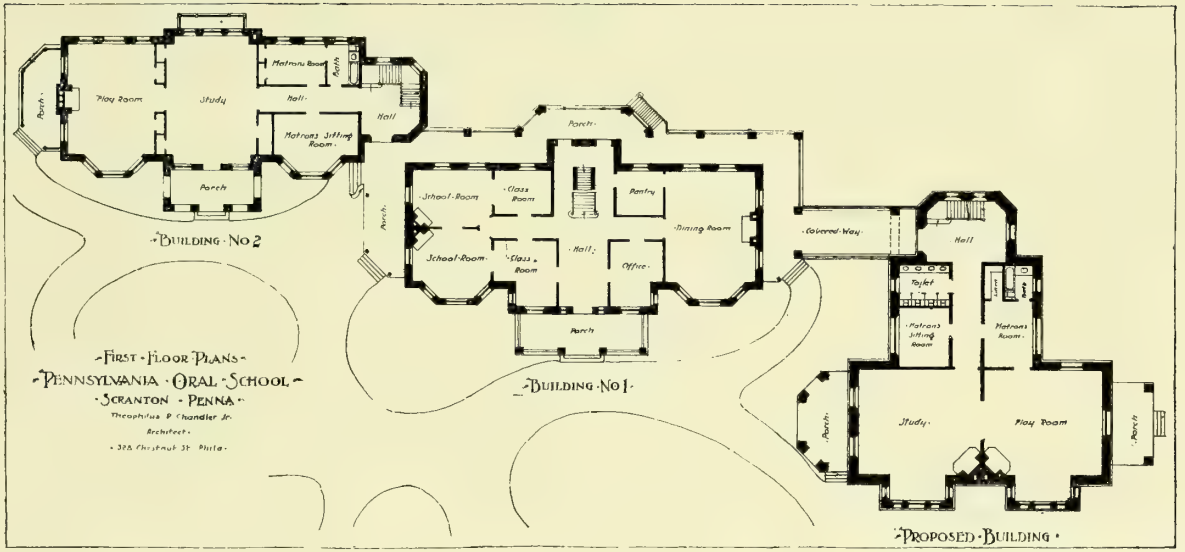
PENNSYLVANIA ORAL SCHOOL

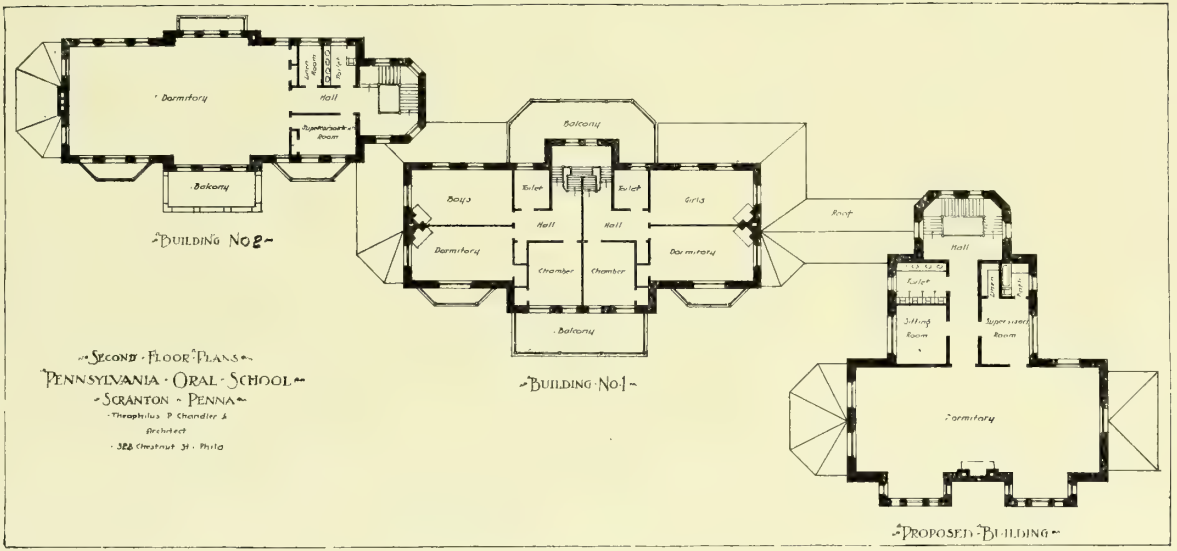
SCRANTON · PENNA ·

Theophilus P Chandler Jr

· Architect ·

· 328 Chestnut St Phila ·


Play Room
Study
Hall
Matrons Room
Matrons Sitting Room
Porch
Hall
Porch
Porch
School Room
Class Room
Pantry
Dining Room
School Room
Class Room
Hall
Office
Porch
Covered Way
Hall
Toilet
Matrons Sitting Room
Matrons Room
Porch
Study
Play Room
Porch
BUILDING NO 2
BUILDING NO 1
PROPOSED BUILDING
FIRST FLOOR PLANS
PENNSYLVANIA ORAL SCHOOL
SCRANTON PENNA
Theophilus P Chandler Jr.
Architect
328 Chestnut St Phila



Second Floor Plans

Pennsylvania Oral School

Scranton Penna

Theophilus P. Chandler Jr.

Architect

328 Chestnut St. Phila

THE PENNSYLVANIA ORAL SCHOOL FOR THE DEAF.

LOCATED AT SCRANTON, PA.

The Pennsylvania Oral School for the Deaf is the outgrowth of practical sympathy on the part of a few ladies first elicited by a few apparently deaf mutes in the City of Scranton. This led to an investigation in regard to the number of these unfortunate persons in the State of Pennsylvania who were not reached by the then existing institutions. The first instruction of the deaf in Scranton and the northeastern part of the State was in the year 1882, when Mr., now Rev. J. M. Koehler, began to teach a small class of eight deaf children in a room provided by the Scranton Board of Control. Mr. Koehler was assisted pecuniarily and otherwise by a number of citizens of Scranton. Being desirous of extending the work, he called a meeting of those interested, at the Board of Trade Rooms. At this meeting the Rev. Mr. Syle, himself a deaf mute, ably presented in writing the need of a school being established in this section of the State. His address was wholly by writing rapidly and eloquently expressed before his audience. At this meeting it was determined to establish a State School for the deaf at Scranton. No thought was entertained of any other than a sign school. Henry Belin, Jr., a private citizen of public spirit, was appointed a committee to visit the Institution in Philadelphia, and gather such information as would assist in organizing the school. One of the directors of the Philadelphia Institution

called Mr. Belin's attention to the Oral method of teaching in a branch of that institution, conducted by Miss Emma Garrett. The branch had been in operation but a few months and the success was marvelous. Mr. Belin became a convert to the Oral method, and laden with books, pamphlets and facts he soon infused his associates in the philanthrophic work with his own enthusiasm, which has never abated from that day to this. The Oral method of instruction was adopted and has been used since. The progress of the work for a time languished through discouragements of different kinds. A visit of Miss Garrett to Scranton for the purpose during vacation of private teaching, and her success induced half a dozen gentlemen to take the responsibility of engaging a teacher, hiring a room, and starting a day school. The chapel of the German Methodist Church was first obtained, a memorable place for the beginning of various noble undertakings. On 10th September, 1883, the little school was started with twelve pupils. Miss Mary Allen, of Chester, Pa., one of Miss Garrett's pupils, was the teacher. On the 20th October, 1883, the first formal public meeting was called "of those interested in the education of the deaf in Scranton." A committee of fifteen was appointed "to look after the school and provide for its support." This committee was as follows: Hon. Alfred Hand, Samuel C. Logan, D. D., Rev. Thomas R. Beeber, J. P. Pendleton, Hon. L. A. Watres, Messrs. William Connell, Charles H. Welles, William T. Smith, E. B. Sturges, John Jermyn, J. C. Platt, R. J. Matthews, Henry Belin, Jr., Hon. F. W. Gunster, Col. H. M. Boies.

With private subscriptions and the help of the Board of Control the necessary funds were obtained. The end of the year 1884 showed thirteen pupils on the roll, with an average attendance of ten, a large average for a public school. In June, 1884, Miss Emma Garrett was engaged as principal for the year 1884–85, with Miss Allen as assistant. Notwithstanding our increased facilities and advantages in the way of efficient and skillful instructors the year opened with a falling off of pupils. During the year our numbers increased, and our roll at the end of the year was enlarged by one, making fourteen pupils in all.

In the year 1885, our Board of Control provided $1,000

towards maintenance of the school, and private liberality supplied the balance, Miss Garrett fulfilling all the duties of principal and instructor unaided, Miss Allen having resigned. During the year 1885–6 the school was supported about equally by the Board of Control and private liberality. In 1886–7 the number of pupils increased to seventeen. It became apparent that a mere day school would not meet the demands of the needy, unfortunate children, and that our usefulness could only be extended by an institution with boarding facilities. The youthful age at which we must begin and carry on most successfully our instruction, required a permanent home for them, in which proper care and more continuous association with the teachers could be afforded. This would bring in the children of adjoining counties who were asking for the benefits we could give them. This had been more or less evident from the first. As early as October, 1883, a committee had been appointed to procure a site for a such an institution. Through their efforts the generous gift of five acres of land was secured from the Pennsylvania Coal Company, located at a most healthful point of this unusually healthy city.

The Directors therefore enlarged the grounds by the addition of three acres, making an isolated block of ground of ten acres, free from encroachment and annoyance. It is surrounded by streets and beautified by a natural stream of water running on two sides. Its elevation and soil are peculiarly adapted to promote the health and comfort of the pupils and teachers, and the present value of the property is not far from twice the amount which has been spent upon it. The buildings, present and prospective, are so located consistent with a due regard to embellishment by the landscape gardener, as to promote efficiency of administration, proper ventilation, and health of the inmates in all respects. The grounds are ample for all future growth, and by the addition of buildings from time to time, all demands of the State can be readily met. They are readily reached from all parts of the city by the electric cars.

In 1884 the Association was incorporated. Hon. L. A. Watres from the first manifested a zealous and intelligent interest in the institution, as preeminently worthy of State patronage. He has always succeeded in imparting his

philanthropic views to the legislature and executive departments of the State government. By the efforts of such citizens, and an intelligent presentation of our work and progress, the institution has commended itself to the charity of the State from year to year. In 1887 the legislature appropriated a sum sufficient for a proper building, and for the maintenance of the pupils. The former failed to receive the approval of the Governor. The latter enabled the Directors to enlarge the scope of the school. Two more teachers were secured, and arrangements were made with the Home for the Friendless to board the children. In the autumn of 1886 the school was obliged to change its quarters, and the liberality of Bishop O'Hara provided free of rent the house at No. 312 Wyoming avenue. In 1887-8, the attendance reached twenty-seven. In 1888-9, the number of pupils was thirty-three. In the Spring of 1888, the Directors being satisfied that the impulse of the State through their representatives and the Governor, would bring the needed appropriation, determined to commence the erection of a substantial stone edifice, for the permanent abode of the school, upon the ground previously donated by the Pennsylvania Coal Company. A plan had been procured and adopted a year previous, from T. P. Chandler, Jr., of Philadelphia. A number of private citizens, twenty in number, loaned the Association the sum of $20,000, secured by a mortgage on the premises. Ground was broken June 3, 1888, Miss Garrett taking out the first shovel-full of earth. The building was completed in the summer of 1889. The visits of members of the legislature and of the Governor of the State, who have carefully noted the beautiful site for the school, as well as the progress and bright intellects of the children, have not only encouraged the managers and teachers of the institution, but have enabled them to carry back to the seat of government and legislative halls, a solemn and intelligent sense of the obligation and privilege of the State to care for these unfortunate dependents upon her charity. With a permanent home for the children the numbers increased so rapidly that the first building was found inadequate to meet the applications, and another was generously provided by the State, and now a third is about to be erected. All of these buildings are of stone and delight-

fully situated. The success of the method of teaching, at the very start, foretokened the demands which would be made, from all parts of the State, for this new open door of intelligence and oral utterance to the deaf mutes.

Miss Garrett remained principal of the school from 1884 until 1891 during all of which time its efficiency and benefits were patent to all observers. During the latter part of her administration a child too young for admission, an infant, (i. e. not speaking, if he were not a deaf-mute) was brought to the institution. He was admitted temporarily. but won all hearts so that he came "to stay." His progress in utterance and reading the lips was marvellous. It suggested the idea that the congenital deaf might be open for instruction at the first dawnings of intellect. Miss Garrett felt that a new duty was devolved upon her, and with regret her relation to the institution was severed, for the purpose of establishing a "Home for the training in speech of deaf children before they are of School Age." She had from the first insisted on the importance of parents treating their deaf children from infancy, as regards speech and hearing, as they do their more favored children. She left with the spontaneous and earnest endorsement of the Board of Directors, and secured by her enthusiasm the generous support by the State of "the Home" she has founded in Philadelphia. The Board of Directors were very fortunate in securing the services of Miss Mary B. C. Brown, who has by her faithful kindness and efficient zeal, met every expectation and demand of the Board of Directors, in her thorough teaching and methods as well as in her assistance and suggestions in the plans of the new buildings. Her previous education and experience at the head of the Articulation Department of the Alabama Institute for the Deaf, fully qualified her for her successful work.

The space allotted for this history forbids an interesting detail of the kind of work and the special progress of the different classes in the institution, as well as the mode of instruction. The statistics herewith given and the plans of the institution will suggest the progress which has been made, and the future prospects of the institution.

OFFICERS AND TEACHERS.

1893.

President.

HON. ALFRED HAND, Scranton.

Secretary and Treasurer.

HENRY BELIN, JR., Scranton.

Directors.

HON. ALFRED, HAND, Scranton.
REV. S. C. LOGAN, D. D., Scranton.
WILLIAM CONNELL, Scranton.
WILLIAM T. SMITH, Scranton.
CHARLES H. WELLES, Scranton.
E. B. STURGES, Scranton.
HON. L. A. WATRES, Scranton,
JAMES ARCHBALD, Scranton.
R. J. MATTHEWS, Scranton.
B. G. MORGAN, Scranton.
REV. T. F. COFFEY, Carbondale.
HENRY BELIN JR., Scranton.

Appointed by the Governor.

SAMUEL HINES, Scranton.
HON. C. E. RICE, Wilkes-Barre.
THOMAS FORD, Pittston.
JOHN JERMYN, Scranton.
HON. F. W. GUNSTER, Scranton.
JOHN B. SMITH, Dunmore.

Principal.

MISS MARY B. C. BROWN.

Teachers.

MISS JEAN CHRISTMAS.
MISS M. POWELL.
MISS FRANCES REES.
MISS ANNA M. RICHARDS.
MISS K. L. BRYARLY.

Matron.

MRS. G. T. PRICHARD.

Steward.

G. T. PRICHARD.

Nurse.

MISS VIRGINIA MOORE.

Instructor in Wood-Working.

G. T. PRICHARD.

Supervisors.

MRS. EMILIE M. SHEPPARD. MISS ELLA BRISON.
MISS ANNA RANDALL.

Principals.

MISS EMMA GARRETT, 1884-1891. MISS MARY B. C. BROWN, 1891—.

Whole number of Pupils since opening of School in 1884	98
At present on roll	49

Causes of Deafness.

	WHOLE NUMBER.
Congenital	59.4 per cent.
Disease	34.1 " "
Accident	6.5 " "

Of those on roll, four Pupils have deaf relatives, none deaf parents.

Total cost of buildings and land purchased to date	$49,210 00
Value of Land purchased and donated and buildings	100,000 00



WESTON JENKINS, M.A., PRINCIPAL.



THE NEW JERSEY STATE SCHOOL FOR DEAF-MUTES.
(From a photograph by Ranald Douglas, a deaf-mute.)

The New Jersey School for Deaf-Mutes,

TRENTON, NEW JERSEY,

1883–1893.

By WESTON JENKINS, M. A.,

Principal of the School.

LIST OF PRESIDENTS AND OTHER MEMBERS OF THE GOVERNING BOARD OF THE NEW JERSEY SCHOOL FOR DEAF MUTES, 1882–1893.

Presidents.

His Excellency George S. Ludlow, 1882–1884.
His Excellency Leon Abbett, 1884–1887, 1890–1893.
His Excellency Robert S. Green, 1887–1890.
His Excellency George T. Werts, 1893.

Members.

Hon. E. J. Anderson, State Comptroller (*ex officio*), 1882–1891

Hon. Wm. C. Heppenheimer, State Comptroller (*ex officio*), 1891–

Hon. Ellis A. Apgar, State Superintendent Public Instruction (*ex officio*), 1882–1885.

Hon. Edwin O. Chapman, State Superintendent Public Instruction (*ex officio*), 1885–1888, 1889–1892.

Hon. Chas. W. Fuller, State Superintendent Public Instruction (*ex officio*), 1888–1889.

Hon. Robert P. Stockton, Attorney General (*ex officio*), 1891–

Hon. Henry C. Kelsey, Secretary of State (*ex officio*), 1891–

Hon. Robert Adrain, President of the Senate (*ex officio*), 1891–

Hon. James J. Bergen, Speaker of Assembly (*ex officio*), 1891–1892.

Hon. Thomas Flynn, Speaker of Assembly (*ex officio*), 1893.

Hon. Marcus Beach, 1882–1891.

Henry Pierson, M. D., 1882–1883.

Henderson G. Scudder, 1882.

Wm. W. L. Phillips, M. D., 1883–1886.

Alex. V. Manning, 1883–1884.

Hon. John T. Bird, 1882–1884.

Samuel Rinehart, 1884–1890.

Theo. W. Morris, 1882–1891.

Thomas T. Kinney, 1882–1891.
James M. Seymour, 1884–1891.
Richard S. Howell, 1882–1891.
Henry B. Crosby, 1882–1891.
Hon. Robert S. Woodruff, 1886–1891.
Wm. W. Varick, M. D., 1891–
Wm. R. Barricklo, 1891–
Nicholas Murray Butler, 1891–
James S. Hays, 1891–
John P. Brothers, 1891–
John H. Scudder, 1891–1892.
J. Bingham Woodward, 1892–
James Deshler, 1891–
Hon. Alex. G. Cattell, 1891–

Principal.

Weston Jenkins, 1883–

Teachers.

Rowland B. Lloyd, 1883–1885, 1889–
Emma J. Ely, 1883–1884.
Sarah C. Howard, 1883–1884.
* Susan D. Yard, 1883–1889.
Mary P. Ervin, 1883–
Anne P. Sumner, 1884–1887.
Virginia H. Bunting, 1885–
Julia F. Brearley, 1884–1888.
Bessie Hall, 1884–1889.
Matilda C. S. Brown, 1889–1890.
* Marcella V. Gillin, 1887–1893.
Matilda B. Miller, 1888–
Elizabeth C. Snowden, 1888–
† Ruth K. Snowden, 1893–
Frances C. Hawkins, 1888–
Estelle M. Dey, 1891–
† Virginia F. Burford, 1893–

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* Deceased.
† Temporarily employed.

THE NEW JERSEY SCHOOL FOR DEAF-MUTES.

The New Jersey School for Deaf-Mutes was established, under the title of "The State Institution for the Deaf and Dumb of New Jersey," by an act approved March 31st, 1882. By the terms of this act the Governor, Comptroller and Superintendent of Public Instruction of the State, *ex-officio*, with eight other citizens named in the act, whose successors were to be appointed by the Governor, were to constitute the Board of Trustees of the institution; the premises formerly occupied by the Soldiers' Childrens' Home were set apart for its use; a permanent appropriation of two hundred and twenty-four dollars per year for each pupil was made for its support, and every deaf person between the ages of five and twenty-one, being a resident of the State, was declared to be eligible for admission as a pupil. The trustees were authorized and directed to require from the parents of pupils payment for the whole or part of the expense of the support and maintenance of their respective children according to the pecuniary ability in each case, of which the trustees were to be the final judges.

The sum of fifteen thousand dollars was by the same act appropriated for the repairs and improvements necessary to fit the buildings of the school for occupancy. The term of instruction was three years, to be extended to five years at the discretion of the trustees. The board was speedily organized and the appointive members were, as directed by the law, divided into four classes—their term to expire in one, two, three and four years respectively. The officers and members of the Board were as given below.

Governor George C. Ludlow, President; Comptroller E. J. Anderson, Treasurer; Sup't of Pub. Instruction E. A. Apgar, Secretary; Marcus Beach, Thomas T. Kinney, Henry C. Crosby, Theo. W. Morris, Henderson G. Scudder, Richard L. Howell, Alex. V. Manning and John T. Bird.

The work of preparing the buildings for their new use was pushed during the season of 1882, but it became evident that an additional sum would be needed to complete the work, and the Legislature of 1883 turned over to the School the proceeds of the sale of the noted Stevens Battery, amounting to a little

over fifty thousand dollars. On the 10th of October, 1883, the school was opened for the reception of pupils, with Weston Jenkins, M.A., as Superintendent; Mrs. Elizabeth E. Hall, Matron; John Wright, Steward; E. C. Burd, Assistant Steward, and Mr. Rowland B. Lloyd, and Misses Emma J. Ely, Susie D. Yard and Sarah C. Howard as teachers.

The opening of the New Jersey School for Deaf-Mutes was by no means the starting point of the education of the deaf in that State, nor was it the first step taken by legislative authority in providing for the carrying on of such work under the auspices of the government.

By the act of April 10th, 1846, it was provided that a sum not exceeding five thousand dollars should be annually appropriated for the placing under instruction in some suitable institution for the purpose, of such indigent deaf persons as should be selected with the approval of the governor. The term of instruction was fixed at five years, and by the supplement to this act, approved February 22d, 1853, was extended to seven years, and by the act of March 12th, 1873, to eight years. By the supplement of March 20th, 1857, the amount to be allowed annually for each pupil was limited to one hundred and fifty dollars, with an additional allowance of thirty dollars a year for clothing, in cases where the parents were unable to supply the same.

In 1872, Governor Joel Parker appointed a commission to investigate and report upon the education and treatment of the deaf and dumb, the blind and the feeble-minded persons in the State.

This commission, after a thorough enquiry into the subject, recommended the establishing of State institutions for these several classes, and a bill to that effect was introduced in the Legislature, but failed of final passage.

An act was passed, however, approved March 11th, 1873, raising the per capita allowance for the support of deaf-mute pupils in institutions to three hundred dollars, and removing the limit of the total amount to be expended in any one year. The conditions of this act were to apply to persons not less than five nor more than twenty-one years of age.

Although by the terms of the law no restriction as to color existed, yet, in view of the general disfavor with which educational or charitable work among negroes was at that time regarded, and in view also of the circumstance that approval of

the application by two freeholders of the county, as well as selection by the governor, was a necessary pre-requisite for the enjoyment of the privileges of the law, it is not probable that negro children belonging to any of the three defective classes named in the several acts mentioned above were in fact admitted to become beneficiaries of these acts.

It was probably to supplement such a defect in the working of these acts that Mr. Platt H. Skinner, in the year 1854, opened on his farm near Trenton, a Home for Colored Defectives, including cripples, blind and deaf persons. Details as to the number received, as to the efforts made to benefit the inmates and as to the sources from which their support was derived have not been preserved. In 1855 complaint was made to the Board of Chosen Freeholders against Mr. Skinner for harboring persons likely to become a charge upon the county, but it does not appear that the board took any action, or that any of the persons received by Mr. Skinner were ever thrown upon the public for support.

On the 10th of May, 1883, there were in attendance, under the act of 1873, one hundred and forty-two deaf children, residents of New Jersey, in seven institutions, located in four states. Within the first month after the opening of the New Jersey School for Deaf-Mutes there were received seventy-two pupils; by the following June the number had risen to one hundred and one, and in June, 1892, the number in attendance was one hundred and twenty-nine. At present (Jan. 1st., 1893), the number on the rolls is one hundred and twenty.

Since the opening of the school, the law affecting it has been modified in many important respects.

By the act (P. L., 1884, p. 160) the title was changed as noted above, the age of admission was raised from five to eight years, and the term of instruction lengthened to eight years. By an act passed 1892, pupils who have completed this term may, by special action of the Board, be received for three years more. An act passed in 1885, provides that the money for the support of the school shall be drawn from the State School Fund. The yearly allowance for each pupil was raised from $224 to $280 in 1885 and to $304 in 1888. The Board of Trustees of the school was, by the act of March, —— 1891, abolished, and the control was vested in the State Board of Education created by the same act, which consists of the Governor, the Comptroller, the Secretary of State, the Attor-

ney General, the President of the Senate and the Speaker of the Assembly, *ex-officio*, and of one member, to be appointed by the Governor by and with the advice and consent of the Senate, from each of the Congressional districts (eight by the present apportionment) in the State. Of these appointive members not more than four are to be members of the same political party. The term of office is five years.

The system of instruction is a branch of that known as the Combined System. One teacher of articulation has been employed since the opening of the school. At present, three teachers have classes in which the instruction is exclusively oral (to the extent of excluding signs and the manual alphabet) and oral and auricular instruction is in addition given in the way of special lessons, to selected pupils from other classes. The oral work of the school is expanding and it is purposed to give every pupil received the opportunity of oral instruction, as a test of capacity for oral development, and to keep under instruction by oral methods exclusively all in whose cases that method, in the Principal's judgment, offers the best prospects of benefit to the pupil. Signs, as a language, are not recognized as a means of instruction in the school, and the pupils are encouraged to use speech or alphabetical language in their intercourse with each other and with those around them.

No regular course of study has been adopted for the school as a whole. Classes are graded principally according to the ability shown by the pupils in correct narration and description in written language, of objects and events coming within their own experience. Teachers are allowed to plan out their work, with the Principal's assistance, so as to give more or less prominence to one subject or another, according to the special aptitude of the teacher in imparting or to the interest of the particular pupils in acquiring knowledge on these subjects. The only invariable requirement is that the method of teaching, as well as the subject matter and the language used, shall be suitable to the mental development of the pupils.

The branches of an ordinary common school education are taught to all pupiis during their term of instruction, but so as to make the mental training of the pupils and the acquisition of language rather than the information obtained, the leading object.

The industrial teaching given comprises shoemaking, join-

ery and carpentry, printing, drawing, wood-carving, china-painting, sewing and dressmaking. The instruction in these branches is treated as a department of the educational work of the school, and is united, as far as possible with the ordinary class-work. The technical terms of each branch, and the language called into use in connection with the work, is a special object of instruction in this department.

The instruction is directed towards securing the greatest possible accuracy in the work done, and training the pupil to the highest attainable degree of skill, rather than to turning him out an apprentice, perfect by rote in a certain round of work.

From the press of the school has been issued monthly during the school term since February, 1888, a paper, originally named "The Deaf-Mute Times," which title was changed in September, 1889, to "*The Silent Worker.*" This paper is intended to contain matter of interest to all who are concerned in the welfare of the deaf, and it gives especial prominence to the affairs of the institution and to items concerning the deaf of the State. The "*Daily Bulletin*" has been issued since December, 1st, 1889, and contains almost exclusively items pertaining to the school, such as will interest the pupils. Its object is to cultivate among the younger pupils the habit of reading for pleasure; and the object matter and style are made to conform as closely as possible to the "small talk" of intelligent and well-bred people. The "*Printer's Apprentice*" is a little sheet gotten up in a four-page form and intended primarily for the instruction of of the printing classes. It contains explanations of technical terms, practical advice and reading matter bearing in any way on the art of printing. It is issued weekly. The *Silent Worker* has a subscription list among the gradnates and friends of the school, but the other papers are printed solely for the pupils.

The organization of the school and of its governing body at the present time (January 1st., 1893) is as follows:

State Board of Education:—Governor Leon Abbett, Comptroller Wm. C. Heppenheimer, Secretary of State Henry C. Kelsey, Attorney General John P. Stockton, Wm. W. Varick, M.D., Wm. R. Barricklo, Nicholas Murray Butler, Ph.D., John P. Brothers, J. Bingham Woodward, James L. Hays, Alex. G. Cattell.

Officers of the Board:—Governor Leon Abbett, President; James L. Hays, Vice-President; Sup't of Public Instruction Addison B. Poland, Secretary; Comptroller Wm. C. Heppenheimer, Treasurer Deaf-Mute School.

Officers and Teachers of the School:—Weston Jenkins, M.A., Principal; Thos. F. Hearnen, Steward; E. C. Burd, Assistant Steward; Kate E. Flynn, Matron; Rowland B. Lloyd, A.B., Mary P. Ervin, Virginia H. Bunting, Marcella V. Gillin, Matilda B. Miller, Elizabeth C. Snowden, Estelle M. Dey.

Teachers in Industrial Departmemt:—Frances H. Porter, Art; George S. Porter, Printing; Peter Gaffney, Carpentry; Walter Whalen, Shoemaking.

Supervisors:—Lola M. Swartz, Boys; ————————, Girls.

Engineer:—DeWitt C. Swick.

Of these officers and employes, only the matron and supervisors live in the institution.

The grounds of the school comprise a rectangular block about 400 by 800 feet, containing a little less than eight acres on the outskirts of the city of Trenton.

The main building is 200 feet long with an average depth of about forty-five feet, and is three stories high, with a basement. The material of this and of all the buildings of the institution is brick, covered with rough-cast or stucco.

The basement contains the kitchens, dining-room, store-rooms and girls' play and clothing-rooms.

On the first floor are the offices, school-room, assembly-room and boys' play-room. On the second floor are the pupils' dormitories, attendants' rooms, hospital, linen-room and bath-rooms. On the third floor are servants' rooms, pupils' sitting-rooms and clothes-rooms.

About one hundred and fifty feet back and with its axis at right angles to that of the main building is the laundry, 52 x 23 feet. In the cellar are the two boilers which supply steam for the heating of the buildings and for laundry and bathing purposes. The laundry and drying-room occupy the first floor, and the third floor is taken up by rooms for teaching carpentry and shoe-making.

A stable 15 x 28 feet is in the southeast corner of the grounds.

Ample room is allowed for a lawn in the front of the main building and for play grounds for the boys and girls re-

spectively in the rear. A base-ball diamond has been laid out in a convenient part of the grounds.

The second term is from the second Tuesday in September to the fourth Tuesday in June, with two weeks recess at the Christmas holidays, during which time, however, the institution is kept open for those children whose parents do not wish to take them home. The hours of the school are from 8:30 to 12 A.M., and from 1 to 2:30 P.M. The industrial classes are engaged from 2:30 to 4, and on Saturdays from 8:30 to 11 A.M.

NOTE:—Since the above sketch was written, search among the older statute-books of the State, which were not then at hand, has shown the following acts relative to the deaf and dumb.

The act of Nov. 10th, 1821, which seems to be the first, appropriates $2000 annually for the instruction in some suitable institution of such indigent deaf-mutes, residents of the State, between the ages of twelve and twenty years, as may be recommended to the Governor by the boards of freeholders and approved by him. The per capita allowance was $160, and the term three years. This term was extended to four years by act of Feb. 26, 1830.

The age for admission was lowered to six years, by act of Feb. 2d, 1837, and the yearly appropriation was increased to $3000.

The act of Feb. 20th, 1838, extended the term to five years and fixed the age for admission at twelve years, as at first, but allowed applicants over twenty to be admitted for a term not to exceed two years. The per capita expense was limited to $130, provision was made for entire or partial payment by parents, according to their ability, the binding out of a deaf-mute to service or apprenticeship was forbidden unless the deaf-mute had been taught to read, and other slight alterations were made in the law.

By the kindness of Hon. William S. Yard of Trenton, the following facts have been learned in regard to Mr. Platt H. Skinner whose home for colored, blind and deaf persons has been spoken of. Mr. Skinner was blind, and his wife, who is still living with her son in Elmira, N. Y., is a deaf-mute. They were able to converse fluently by tactual signs, of their own devising. Mr. Skinner was a superior mechanic, having, as he said of himself, "eyes on the ends of his fingers" and,

with the assistance of the blind and deaf negroes whom he had gathered together, built a house, of an octagonal form, from concrete prepared under his direction, large enough to shelter his household. He had about ten or twelve inmates besides his own family. They gained their support partly by tilling the soil, partly by receipts from exhibitions which they gave in the neighboring towns, and partly, it is thought, from contributions from such charitable funds. Mr. Skinner's death broke up the colony, and the house which he built was unfortunately destroyed by fire.

From what can be learned in regard to Mr. Skinner, he seems to have been a man of great energy, and of unusual tact and resource, and to have been actuated by motives of disinterested benevolence. It is much to be desired that, if possible, the full history of his work may be recovered and placed on permanent record.

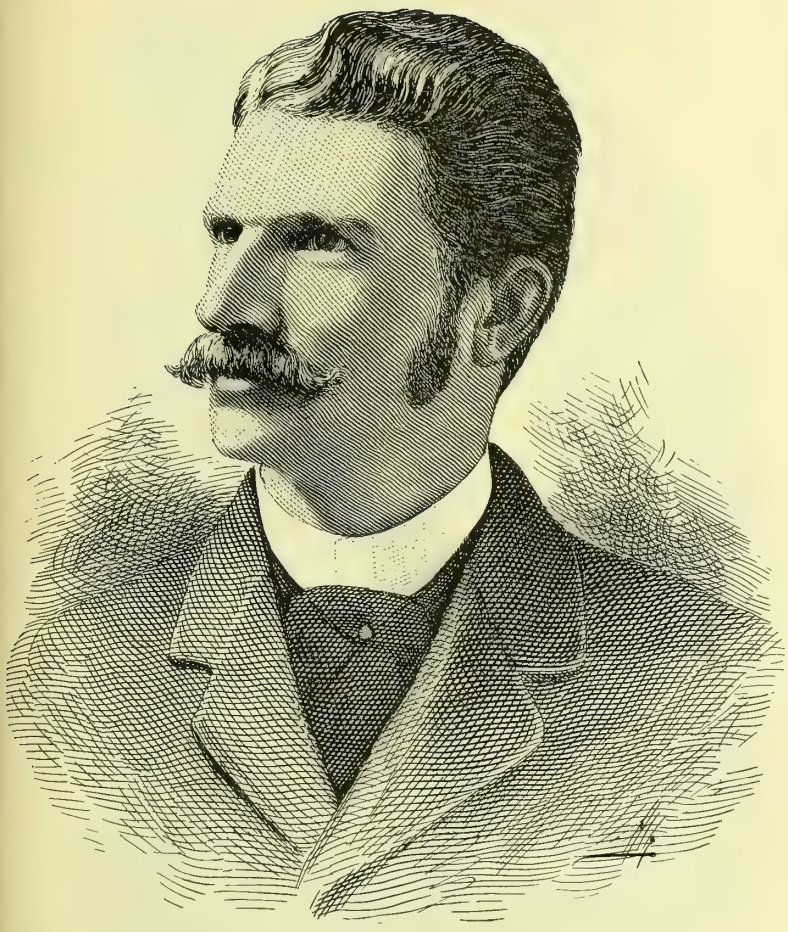
The Utah School for the Deaf,

SALT LAKE CITY, UTAH,

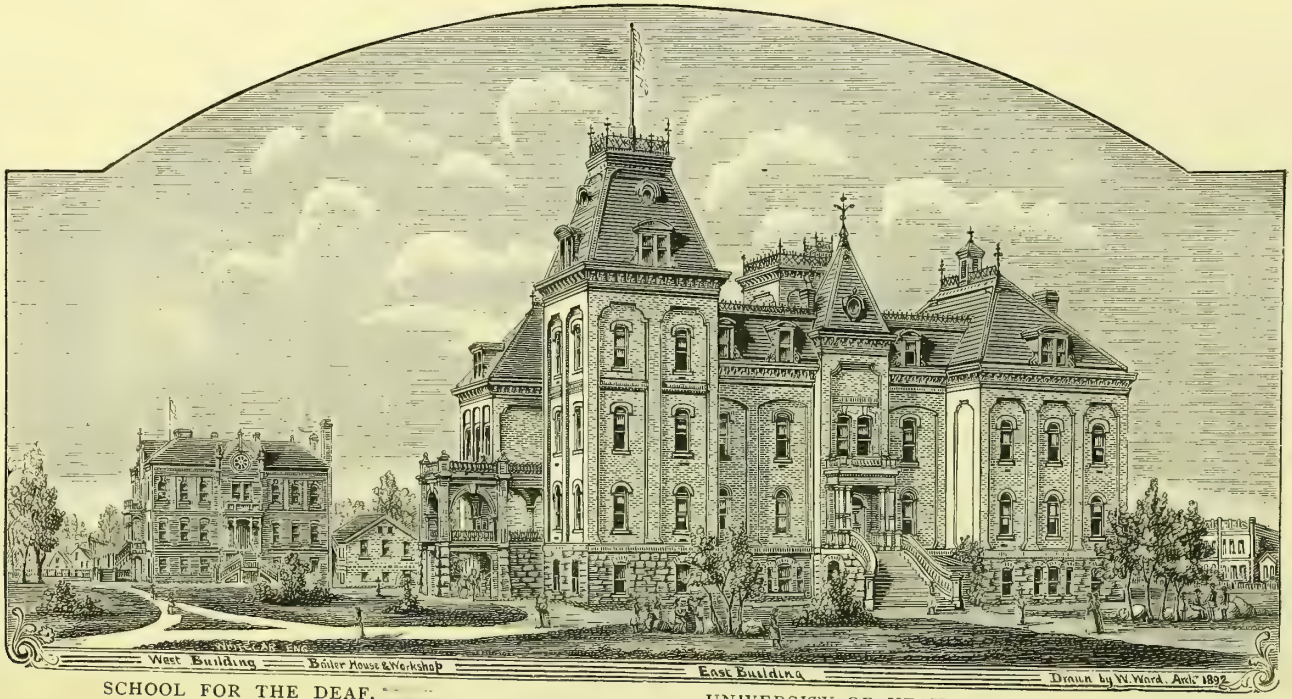
1884–1893.

By FRANK W. METCALF, B. D.,

Principal of the School.



Very truly
Frank W. Metcalf



SCHOOL FOR THE DEAF.

UNIVERSITY OF UTAH.

HISTORY OF THE UTAH SCHOOL FOR THE DEAF.

THE first effort to establish a school for deaf mutes in Utah was made in 1883, by Mr. John Beck, whose three eldest sons were deaf mutes. Mr. Beck sent a circular letter throughout the Territory making inquiry regarding deaf mute children. Through replies received he secured a list of about fifty such children of school age. At about the same time William Wood decided to educate his deaf mute daughter Elizabeth, and took her to the school at Colorado Springs. The length of the journey and the expense incurred caused him to decide to try and have a school established in Utah for the deaf and dumb. Hearing of Mr. Beck's efforts, he went to see him regarding the matter. They decided to petition the Legislature for the establishment of a school. The Governor was interested in the effort, and called the attention of the legislature to the condition of the deaf in the Territory. The petition for relief of the deaf mutes of Utah Territory was presented by Mr. Wood. It met with favorable consideration, and $2,000 per annum was appropriated for the purpose of teaching a class of deaf mutes in the University of Deseret. An effort was made by the University authorities, through President Dr. John R. Park, to find a competent teacher of deaf mutes in the Territory. Not successful in this, he made inquiry in the East, and secured the services of Henry C. White, of Boston, a graduate of the Columbia Institution for the Deaf and Dumb, Washington, D. C. The school was opened in a room in the University building, August 26, 1884, with one pupil, Elizabeth Wood, of Salt Lake. At the end of the first month there were four pupils in

attendance. The total enrollment for the year was fourteen. The second year the enrollment increased to eighteen.

During these two first years the school was conducted as a day school. Pupils whose homes were outside the city boarded in various parts of the town. This was not found to be satisfactory, and efforts were made to establish a common home for all the pupils. The Legislature



LIZZIE WOOD.
[From a photograph taken in 1885.]

of 1886 was petitioned for an appropriation to build and equip an institution. This was not given, but the annual appropriation to maintain the class in the University was increased to $3,000. This appropriation, was never available, as the entire appropriation bill was vetoed by the Governor for political reasons.

This action, however, did not interrupt the sessions of the school, the Regents of the University assuming the

authority of conducting it until such time as the Legislature would come to their relief.

In 1886 Prof. White opened a home for the pupils on his own responsibility. He depended for its support upon remuneration from parents able to pay for their children's board, donations from individuals and county aid. Salt Lake County supported five pupils, paying an annual appropriation of $180 per capita. In 1887 the home was moved to the Hooper Place, where it remained for three years. In 1888 a law was passed to establish



FIRST HOME OF THE UTAH SCHOOL, 1886.

and maintain, in connection with and as a branch of, the University of Deseret a department to be known as the Institution of the Deaf Mutes. This law provided for the free education of the indigent deaf mutes and the establishment of a mechanical department. The sum of $20,000 was appropriated to erect buildings on the University grounds. The annual appropriation was raised to $5,000 per annum. In the spring of 1889 work was begun on a building for the Institution, to cost when completed $50,000.

In 1889 Frank W. Metcalf, teacher of the high class in the Kansas Institution for the Deaf and Dumb, wa

elected principal of the Institution, and Prof. White assigned the position of head teacher. In February, 1890, the services of Prof. White were discontinued. In the fall of 1889 trade instruction was introduced, classes in carpentry, printing and shoemaking being formed. The first copy of a paper—the DESERET EAGLE—was issued October 10, 1889. An appropriation of $35,000 was made in 1890 to complete the building commenced with the appropriation of 1888.

An ineffectual effort was made at this season of the Legislature (1890) to separate the Institution from the University and move it to Fort Cameron, an old abandoned military post in Beaver County, in the southern part of the Territory. The annual appropriation was raised to $10,000. The Hooper building was given up in June, 1890, and a temporary home rented on Second South Street, which was occupied until December 24, when the new building was ready for occupancy. Articulation teaching was introduced in 1891. In 1892 another unsuccessful attempt was made to separate the Institution from the University and relocate it in a more desirable locality. Lack of available funds prevented the passage of a bill for this purpose.

The Legislature then memoralized Congress as follows:

TO THE HONORABLE, THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA IN CONGRESS ASSEMBLED:

Your memorialists pray: That by proper enactment the United States shall grant to the Territory of Utah, the ground and building in Salt Lake City known as the "Industrial Home," for the accommodation of its school of deaf mutes for the period of not to exceed three years, and thereafter to perpetually hold the same for use and benefit of the common school system of Salt Lake City, Utah, or to convey the same subject to the first use for three years, to the board of Education of Salt Lake City, aforesaid, as a part of the common school system of said city.

And your memorialists represent: That the deaf mute

school is now located on the grounds of the University of Utah; that the grounds and buildings of the latter are now inadequate, and that on account of the incompatability of the two institutions, and urgent need of all the grounds and buildings to the University, it is necessary to at once remove the deaf mute school: that the Territory has no site or building to which the school can be removed, and it will take two or three years to provide a site and buildings; that these institutions, as well as the common schools are wholly maintained by direct taxation; that the benefits of the "Industrial Home" have heretofore been quite limited, and hereafter it will be of little use for the purposes for which it was constructed, and its usefulness would be greatly enlarged by devoting it to the purposes asked. And your memorialists will ever pray.

This met the approval of the National House of Representatives, but failed to pass the Senate.

We still remain a part of the Territorial University, the highest educational institution in the Territory. In this respect our school is unique, being the only school for the deaf so connected in the United States, if not in the world. This connection has been advantageous in that it has made the school from the start, a part of the public school system of the Territory, a birthright which will be of lasting benefit. As a branch of the University of Utah, the institution is governed by the University Board of Regents, nine in number, of whom Robert Harkness, Esq., is chancellor. The affairs of the Institution are directly under the supervision of a committee of the Board, known as the Deaf Mute Committee, composed of W. N. Shilling, Waldemar Van Cott, and Frank Pierce. The system of instruction used is that known as the Combined System. A special teacher of speech and speech reading is employed. A class of pupils is taught wholly by the oral method.

The trades taught are printing, carpentry, shoe-making, cooking, sewing and housework. That the industrial training is accomplishing its object is attested by two diplomas, a silver medal and a special premium of books from the Territorial Fair. The building occupied by the

school is a brick and stone structure, three stories in height, exclusive of the attic. Its dimensions are 127 feet by 70 feet 8 inches. The cost of the building was $55,000. Back of the main building is a two-story boiler house and shop building, the shops occupying the upper floor. The Institution occupies a ten-acre block within six blocks of the center of Salt Lake City. The buildings of the University of Utah are on the same block. The governing board of the Institution, its officers and employees on January 1st, 1893, were:

BOARD OF REGENTS:

ROBERT HARKNESS, WALDERMAN VAN COTT,
JAMES SHARP, FRANK PIERCE,
LEWIS S. HILLS, JOHN J. DALY,
JOHN W. DONNELLAN, W. N. SHILLING,
FRANK J. CANNON.

OFFICERS OF THE UNIVERSITY:

ROBERT HARKNESS, - - - - Chancellor.
FRANK PIERCE, - - - - Secretary.
JOSEPH T. KINGSBURY, - - Acting President.

EXECUTIVE COMMITTEE:

ROBERT HARKNESS, Chairman.
JAMES SHARP, LEWIS S. HILLS,
JOHN W. DONNELLAN, FRANK J. CANNON.

COMMITTEE ON SCHOOL FOR THE DEAF:

W. N. SHILLING, Chairman.
WALDEMAR VAN COTT, FRANK PIERCE.

OFFICERS OF THE SCHOOL:

Principal:

FRANK W. METCALF, B. D.

Teachers:

FRANK M. DRIGGS, LUELLA STIFFLER.

Teacher of Oral Class:

GRACE S. ZORBAUGH.

Physician,	CHARLES F. WILCOX, M. D.
Matron,	MRS. FLORENCE C. METCALF.
Supervisor of Boys,	FRED W. REYNOLDS.
Foreman of Printing,	F. M. DRIGGS.
Foreman of Carpenter Shop,	R. L. PATTERSON.
Teacher of Sewing,	MRS. F. C. METCALF.
Teacher of Cooking,	MRS. MARY MCAVOY.

STATISTICS.

Principals and Teachers:

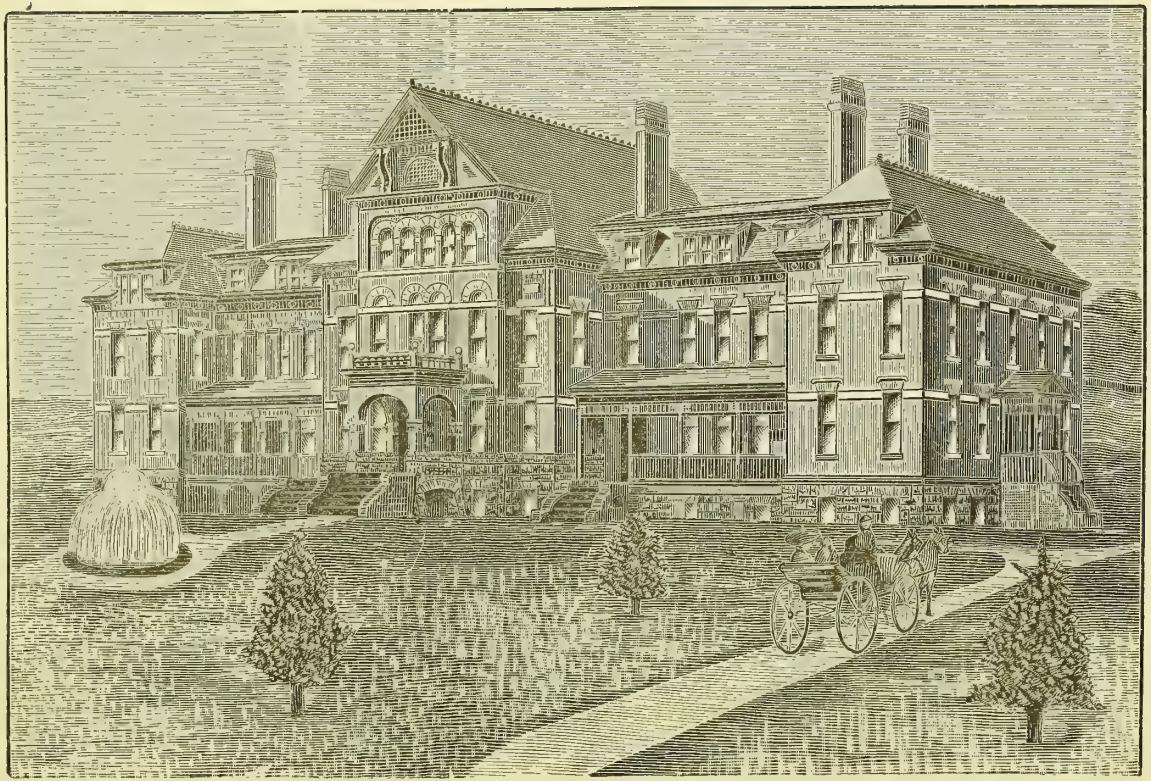
HENRY C. WHITE, A. B., - - -	1884—1889.
FRANK W. METCALF, B. D., - - -	1889— ——

Teachers:

FLORENCE CRANDALL, - - - -	1888—1889.
HENRY C. WHITE, A. B., - - -	1889—1890.
MRS. F. C. METCALF, - - - -	1889—1890.
MARY KILPATRICK, - - - -	1890—1891.
LUELLA STIFFLER, - - - - -	1890— ——
FRANK M. DRIGGS, - - - -	1891— ——
GRACE S. ZORBAUGH, Articulation, - -	1891— ——

The enrollment of the school has been as follows:

1884–'85 - -	14.	1889–'90 - -	41.
1885–'86 - -	18.	1890–'91 - -	37.
1886–'87 - -	18.	1891–'92 - -	45.
1887–'88 - -	18.	1892–'93 - -	43.
1888–'89 - -	37.		



Northern New York Institution for Deaf-Mutes.

The Northern New York Institution for Deaf-Mutes,

MALONE, NEW YORK,

1884–1893.

By HENRY C. RIDER,

Superintendent of the Institution.

THE NORTHERN NEW YORK INSTITUTION FOR DEAF-MUTES.

Causes Which Led to its Establishment.—Though for several years previous to 1883 there existed in the State of New York six deaf-mute institutions, yet the necessity for an educational establishment for the deaf in the northern portion thereof was painfully apparent. It seemed to many, however, that sufficient effort was being made to elevate this afflicted class, and that the number of schools were commensurate with the number of uneducated deaf children in the State.

From time to time, too frequently, sad cases of neglect were presented. Many children were growing up in ignorance in this grand State, whose generous provision for education was and is so complete. Manhood and womanhood were reached by many without even a means of communication, save only in a very restricted manner through crude natural signs. With such fragmentary yet inciting evidence, the writer, fully cognizant of the deplorableness of their condition, instituted a systematic inquiry, which revealed a condition that demanded a remedy.

It was evident that inaccessibility excluded educational influence, and remoteness of schools prevented many from securing intellectual advancement who otherwise would have embraced the advantages offered them. The development of some ameliorating measures for the practically ostracized children of Northern New York was imperative. Their moral and intellectual welfare was improperly provided for; and by the very fact of the existence of such a state of affairs the schools for the deaf in this State had proven themselves inadequate to relieve the situation. A right which the deaf in other portions of the State enjoyed—a convenient means for acquiring mental training—was unjustly denied those living in this section; and, there being no visible way to insure equal privileges, a movement was inaugurated to establish the Northern New York Institution for Deaf-Mutes.

Early Difficulties.—During the early part of the year 1883 attention was given to the collection of evidence that

there did exist a moral demand for a deaf-mute school in Northern New York. The effort, successful as regards the establishment of the fact, disclosed a more extensive oversight than was at first supposed to have occurred. The names of forty deaf-mutes of legal school age who were not under instruction were secured.

The general aspect as regards financial assistance seemed to oppose the idea of attempting a permanent scheme of relief with private charity and voluntary contributions as its means of support; and as the greater portion of parents could ill afford pecuniary compensation for the education of their deaf children, the importance of the project demanded that it should not be sacrificed to the fluctuating will of man, but that, upon equal footing with other charitable institutions, it be legally entitled to a portion of the public funds.

The work to be undertaken was vast, its details numerous, and much devolved upon its development. Assistance would be required, and in considering the availability of services we instinctively turned to Thomas Gallaudet, D. D., of New York city, and to him the facts of which we were in possession were adduced. The evidence was no more refutable than was the necessity of a successful consummation of the undertaking, in which his co-operation would be necessary. Convinced of this, this noble man, whose life has been spent in laboring in behalf of the deaf, consented to lend a helping hand. Our design received impetus. Consultations were held, measures discussed, and the place of location considered. If the deaf of Northern New York were to be benefited, some accessible point should be selected. Potsdam, Ogdensburg, Malone, and Plattsburg all possessed advantages, one perhaps more than another, and after a careful study of each the choice fell upon Malone.

In due time some of the prominent citizens were made acquainted with our intention. But while showing an appreciation of the work, and expressing a willingness to promote our efforts, they seemed incredulous as to the result, remarking that the country was sparsely settled, and that the number of known deaf children would hardly warrant the establishment of a State school. This introduction of our plans, though somewhat discouraging, was not devoid of productiveness; for, in a subsequent visit, a growth of public opinion in our favor was discernible.

On January 11, 1884, Malone was again visited,* this time for the purpose of giving to the work some definite shape. At the request of Calvin Skinner, M. D., a consultation was held at his residence, and so earnest and enthusiastic did all become that a full list of incorporators was prepared, who, at a meeting held in the chapel of the Methodist Church, on January 14, 1884, consented to the use of their names, which were as follows:

J. I. Gilbert,
F. D. Kilburn,
C. Skinner,
Samuel Greeno,
D. W. Lawrence,
W. C. Stevens,
W. T. O'Neil,
H. A. Taylor,
M. S. Parmelee,
H. E. King,
Thomas Gallaudet,
J. P. Badger,
W. P. Cantwell,
B. J. Soper,
William Caldwell.

It was obvious to all that to assure success the enterprise must, in the initiatory, receive financial assistance to maintain it until the expected aid from the State should be available. Contributions must be had to inaugurate the work, and it was estimated that $1,000 were needed. B. J. Soper headed the subscription list with $25, and Hon. D. W. Lawrence was chosen treasurer.

Business concluded, Dr. Gallaudet returned to his home, leaving the writer to accomplish the unpleasant task of raising the money. As he was a comparative stranger to the citizens of Malone, besides being a deaf-mute, the prospect was

* Henry C. Rider, of Mexico, Oswego county, a deaf-mute of intelligence and education, has for some time desired the establishment of a school at Malone for this class of afflicted people resident in Northern New York. There are six such schools in the State, the nearest being at Rome. It was established in 1875 with only four pupils, and now has 170, with no room for more. Mr. Rider has the names of 40 deaf-mutes of school age dwelling in St. Lawrence, Franklin, Clinton, Essex, and Warren counties, and, because of experience in other localities, does not doubt that there are as many more whose names he does not know. A few weeks since he sought the co-operation of Rev. Thomas Gallaudet, D. D., of New York, an educator of eminence and organizer of other schools of like character, to inaugurate the work here. The two came to Malone on Friday last, and after consultation with many of our people determined to effect an organization and prepare the way for the opening of a school either in the spring or autumn, as may later be deemed most desirable.—*Malone Palladium, January* 17, 1884.

uninviting. Success seemed but a vision when begging considered as an art was to be the special line of employment. But here, as before, assistance was not refused. Mrs. Samuel Greeno, a woman of charitable impulses, realized, with a keenness possessed by those who have truly philanthropic motives, what difficulties and discouragements would be met, and, feeling a lively interest in the work, consented to aid in securing pledges for funds. Hardly had a good commencement been made when we were enjoined from a further prosecution of our work by the State Board of Charities. This was the result of conspicuous efforts that were being put forth to prevent the founding of another school for the deaf in this State. Apparently, it was but a temporary check; in reality, it was a well-matured expedient permanently to thwart our plans. The provisions of law required the approval of our project by this body. Our opponents were numerous. Interviews disclosed the existence of antagonisms even within the Board; and before its convention, at which this matter was to be considered, the good Doctor, who was at Albany to advocate our interests, left for New York, invoking God's blessing upon me, and expressing his belief that Providence would guide me to success in some other field.

It was a critical, depressing time. But at this juncture, when defeat seemed imminent, the power of past exertions was concentrated with acquired influence, and, by a vote of 9 to 2, the State Board of Charities sanctioned the establishment of the Northern New York Institution for Deaf-Mutes. Persistent attempts to cripple our endeavors secured the adoption of a measure to limit the usefulness of the school by restricting the number of attendants to twelve. This odious restraint, with which the consent of the Board of Charities was saddled, would virtually have defeated the purpose for which we were struggling, and its rescindment was accomplished through the efforts of Hon. John I. Gilbert.

Subscriptions were again sought, and $736.80 were pledged by the citizens of Malone. With this sum, together with $7,500 appropriated by the legislature for the support of thirty State pupils, and the enactment of the law establishing

the Northern New York Institution for Deaf-Mutes,* the means whereby the uneducated deaf in this section of the State could secure an education were secured, and the great object of my life seemed possible of achievement. The Institution and all friends of the deaf are deeply indebted to Hon. J. I. Gilbert for his untiring and successful labors in their behalf.

At a meeting of the trustees at the Ferguson House on June 10, 1884, the following persons were elected and appointed to office:

President,	JOHN I. GILBERT.
Vice-Presidents,	H. A. TAYLOR, W. P. CANTWELL.
Secretary,	F. D. KILBURN.
Treasurer,	D. W. LAWRENCE.
Physician,	C. SKINNER.
Executive Committee,	H. E. KING, J. P. BADGER, S. GREENO, W. C. STEVENS.
Superintendent,	H. C. RIDER.
Matron,	MRS. H. C. RIDER.
Teacher,	E. C. RIDER.

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*CHAPTER 275, LAWS OF 1884.

AN ACT in relation to the Northern New York Institution for Deaf-Mutes, at Malone, New York.

PASSED MAY 12, 1884; THREE-FIFTHS BEING PRESENT.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The Northern New York Institution for Deaf-Mutes, at Malone, is hereby authorized to receive deaf and dumb persons, between the ages of twelve and twenty-five years, eligible to appointment as State pupils, and who may be appointed to it by the Superintendent of Public Instruction, and the Superintendent of Public Instruction is authorized to make appointments to the aforesaid institution.

§ 2. Supervisors of towns and wards, and overseers of the poor, are hereby authorized to send to the Northern New York Institution for Deaf-Mutes deaf and dumb persons between the ages of six and twelve years, under the provisions of chapter three hundred and twenty-five of the Laws of eighteen hundred and sixty-three, as amended by chapter two hundred and thirteen of the Laws of eighteen hundred and seventy-five: *Provided*, That before any pupils are sent to said institution the

The negotiations to secure the Hardy property, located about one-half mile southwest of Malone, and whose sightly grounds included a large brick house and an area of about seven acres, were suspended, and a building known as the "Rounds Building," situated on Main street, in that part of the village known as the Flat, was secured.*

To receive applications for State and county appointments it was necessary to visit the homes of all known deaf children of legal school age; to relate that a school for their benefit was to be opened at Malone; to explain the terms of admission, and how the education of the deaf was accomplished; and to argue the importance of education. The responses were varied. In some there existed a true sense of gratefulness and an eager desire to embrace the proffered opportunities. Others seemed indifferent and were most exasperating; while some refused to delegate to others the care of their dear ones. So, after laboring with parents and children, the Institution, on the 10th day of September, 1884, opened its doors for the reception of pupils and for the dissemination of knowledge.

The first class comprised twelve children of various ages, and their instructor was Edward C. Rider. Before Christmas the number of pupils in attendance was twenty-five, and at the close of the fiscal year there were thirty-four. This

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Board of Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been organized, and is prepared for the reception and instruction of such pupils.

§ 3. This act shall take effect immediately.

* The trustees of the Rounds building, given by Mrs. S. C. Wead to the churches of Malone, have offered it to the board of managers of the Northern New York Institution for Deaf-Mutes for a term of two years at an annual rental of $150, all of which they agree to expend in making repairs, they to have one room for use on Sundays. Judge Foster, of Potsdam, who is a member of the State Board of Charities, visited Malone a week ago, and inspected this building. It satisfied him, and he promised to recommend to the Board that its selection be approved. Without such approval the school could not secure the State aid which was voted it by the late legislature. The Board held a meeting at Albany on Tuesday, and Senator Gilbert attended it to second Judge Foster's favorable report. A dispatch was received from him Tuesday night stating that the Board had approved the building. The agreement with the trustees thereof will now be at once closed, and everything will be ready for the opening of the first term of the Institution in September next.—*Malone Palladium, July* 10, 1884.

increase in number required that two additional teachers, Alphonso Johnson and Lewis C. Rider, be employed.

The remainder of the term was marked by nothing special, and on June 11 the school formally suspended work for its summer vacation by public exercises in Howard Opera House.*

During the vacation the building was refitted and refurnished, and an adjacent building was also prepared for the use of the Institution.

The second year demonstrated a need of more buildings. On December 25, 1885, the number of pupils in attendance was forty-one—an increase of sixteen since the previous Christmas. All available space was utilized, but still the Institution was in a crowded condition. A dwelling-house was rented to make provision for the rapidly increasing numbers. The buildings occupied had been enlarged to their fullest capacity; the securing of additional accommodations meant a scattering of the pupils, relaxation from discipline, and results in work not satisfactory. Permanent buildings suitable for the purpose were necessary to promote the usefulness of the Institution, and before the completion of the year the matter received due attention.

The numerous cases of deaf persons who, because of their age, were excluded by law from educational benefits were satisfactory proof that the statutes were not infallible. That any person, because of deafness, should be denied school privileges that hearing persons enjoyed was glaring legal inequality. This condition of the law, which had existed for several years and of which the older schools were well informed, was per-

* The exhibition by the pupils of the Northern New York Institution for Deaf-Mutes at Howard Opera House, Tuesday afternoon, was a success, and the wonderful progress shown by the pupils must have been very flattering for the superintendent, Mr. Rider.—*Franklin Gazette*, *June* 12, 1885.

The first exhibition by the pupils of the Northern New York Institution for Deaf-Mutes was given at Howard Opera House on Tuesday afternoon. Hon. John I. Gilbert made a few introductory remarks, and then read an address written by Mr. Rider, Superintendent of the Institution, outlining the work of the year and explaining the method of instruction. The exercises by the pupils were very interesting, and revealed a wonderful progress for a course of instruction extending through only nine months. Their penmanship, spelling, and construction of sentences, as shown by black-board exercises, were excellent. All present were astonished that so much knowledge could have been acquired by the children in so short a time.—*Malone Palladium*, *June* 11, 1885.

mitted to stand and thereby shut out from intellectual development all deaf and dumb persons above the age of twenty-five years. On June 10, 1886, through my instrumentality, "An act to revise and consolidate the general acts relating to public instruction" was passed, and the school-age limit for the deaf in this State was removed.

The usual public exercises* closed the school term, and at the end of the second fiscal year fifty-six pupils had been under instruction. In each succeeding year the number in attendance gradually increased, and there are with us during the present term ninety pupils. The following table shows the number of pupils, and other statistics, for each year since the opening of the Institution.

Year.	Number of Pupils in attendance.	Males	Females	Supported by State.	Supported by Counties.	Congenitally Deaf.	Acquired Deafness.	Having Deaf Parents.	Instructed in Articulation and Lip-Reading.
1884–5	34	28	6	28	6	14	20	0	0
1885–6	56	42	14	46	10	26	30	2	10
1886–7	67	49	18	51	16	30	37	2	12
1887–8	74	51	23	52	22	35	39	3	19
1888–9	74	48	26	52	22	36	38	3	23
1889–0	89	53	36	62	27	42	47	4	26
1890–1	95	58	37	67	28	44	51	5	31
1891–2	92	58	34	64	28	42	50	5	34
†	90	54	36	61	29	41	49	4	48

* The second school year of the Northern New York Institution for Deaf-Mutes closed on Tuesday (June 8th) with public exercises at the Howard Opera House. The hall was well filled and all present seemed greatly interested. The exercises consisted of black-board work in composition and simple mathematics, and recitations of poetry and of the Lord's Prayer in the sign-language. Considering that not one of the pupils knew even the alphabet two years ago, the progress which the exhibition indicated seems almost phenomenal. Dr. Gallaudet, of New York, who has been familiar all his life with work among deaf-mutes, was present, and said that the results attained by the school during its two years' existence would compare favorably with the progress shown at any similar institution he had ever known at a like period following its establishment. Mr. Rider and his assistants are to be congratulated and commended for the very excellent work they have done. It is a matter of rare good fortune not simply for the deaf-mutes hereabout, but for the entire community as well, that the school is founded here and its management in so worthy hands.—*Malone Palladium, June* 10, 1886.

†First half of the term '92–3.

New Building.—In the year 1887 Hon. Floyd J. Hadley introduced in the legislature a bill appropriating $50,000 for the purchase of a site for the Northern New York Institution for Deaf-Mutes, and for the erection of buildings thereon. The bill reached the Senate, where it was amended reducing the amount to $40,000, which amendment was accepted by the lower house. Not being acted upon by the Governor within the constitutional time, it became a law without his signature. In the history of the State up to this time no other school had enjoyed a legislative appropriation for the purpose of purchasing lands and the erection of buildings, save the New York Institution for Deaf-Mutes, which in 1827 received an appropriation of $10,000, with a provision that the city of New York should raise a similar amount. Again, in 1867–8, the same Institution received an appropriation of $50,000 for the purpose of liquidating its indebtedness.

The news of this almost unexpected success was received with enthusiasm by all friends of the school.*

A committee was appointed by the trustees to obtain suitable plans for the proposed new building, and to select grounds on which to build. After several sites had been inspected, the committee, consisting of Dr. C. Skinner, J. M. Spann, W. C. Stevens, H. A. Taylor, J. I. Gilbert, and H. E. King, reported unanimously in favor of purchasing of A. B. Parmalee & Son about forty-two acres of land, which was the best adapted in size, location, and general convenience for the erection of the new institution. Competent judges have agreed that the best possible site for a deaf-mute institution is one that, while being sufficiently far removed from the bustle and, perchance, evil influences of a town, is yet near enough to be conveniently ac-

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* The bill appropriating $40,000 for the purchase of a site and erection of buildings for the Northern New York Institution for Deaf-Mutes has become a law without the Governor's signature, and the board of directors will meet Thursday to take steps towards the selection of a site.

The news will gratify every resident of Malone. We have all grown into respecting the management of the school and into recognition of the splendid work which it is doing for the unfortunate class for whose welfare it was founded. We have learned, too, the advantages of its location in our town, and foresee still greater aid to our growth and prosperity to come out of it as its attendance increases and its disbursements grow larger. It involves not a single unpleasant contingency by reason of having any undesirable class of inmates, and all its influences are salutary and ennobling.—*Malone Palladium*, *April* 28, 1887.

cessible. The committee was fortunate to find a site possessing such advantages and requirements.

The purchase of this property for a total of $5,490, with the approval of the State Comptroller and the Superintendent of Public Instruction, was made; but, as a part of the property was leased for a term of years, immediate and full possession could not be had. A deed was therefore taken of the unencumbered portion, and $4,000 paid therefor. By the conditions of the contract $1,490, without interest, must be paid on or before January 1, 1895, for the balance of the property.

Mr. Johnson, an architect of Ogdensburg, N. Y., was employed to prepare the plans, and in order that he might possess some intelligent idea of what to furnish he personally inspected the site, visited other public institutions, and advised with Hon. Wm. P. Letchworth, President of the State Board of Charities. The result was that he submitted plans of a structure which, for the purpose designed, was second to none in the State.

Exterior.—The building, commenced in 1888, though not completed till 1890,* received with due ceremony its corner-stone on June 28, 1888. It is three stories high, with basement and attic, and consists of a central portion flanked by two commodious wings—one for the boys, and the other for the girls.

The building, which faces the north, is built of red brick, trimmed with gray granite, and from its elevated position commands a fine view of the pretty village of Malone and surrounding country.

Interior.—In the basement are situated the pupils' dining-

*The board of trustees, through their president, Hon. J. I Gilbert, reported to the legislature of 1887–8 as follows: "In devising plans for the erection of the new building for the use of the Institution, the trustees felt that they could not have done justice to themselves nor to the State, nor to the pupils, had they restricted themselves to the amount of appropriation made by the legislature at its last session. Accordingly, plans economically adjusted to the wants of the Institution were sent to Albany and approved by the Comptroller and the Superintendent of Public Instruction. This, of necessity, requires a considerable amount above the appropriation" ($40,000). To cover that deficiency the legislature was asked for a further appropriation of $20,000. The Assembly and the Senate consented, but the Executive applied a veto; thus delaying for a year the good work so well commenced. The next session of the legislature provided the funds with which the building was completed, and the object which had been so fondly hoped for was attained.

room, the kitchen, pupils' bath-rooms, lavatories and closets, and furnace-rooms.

On the first floor are the boys' study and two class-rooms in one wing, the girls' study and two more class-rooms in the other. The central part contains the superintendent's office, the reception-room, toilet-room, library, and officers' dining-room, while in the second story are found four more class-rooms, the chapel, hospitals, with bath-rooms attached, and the private rooms of the officers and teachers, and their respective bath-rooms.

The third floor is divided into dormitories for the pupils, and the attic is used principally for storage purposes.

Sanitary Condition.—How important are the sanitary arrangements in every well-appointed establishment! These, with hygienic regulations and atmospheric conditions, determine the health standard. At this Institution we realize their essential position, the power of their influence; and the superior location of our buildings, being upon a plateau with the Salmon river skirting its base, and also being within the invigorating, health-giving region of the Adirondacks, contributes to perfect their excellence.

The great confidence reposed in us by parents who entrust to our care their afflicted children increases our responsibility, and requires in turn most careful provisions for their general safe-keeping. Satisfactorily to meet this just demand, so far as physical care is concerned, the closest attention is given to the sustenance of measures which are conducive to the well-being of the body. From the extraordinary fact that not a single death has occurred within the walls of the Institution since its organization may be gleaned an idea of the care which, subject to Providential oversight, and assisted by a salubrious climate, is bestowed upon our pupils. It seems to be a phenomenal statement to say that 641 children, of whom 188 were below twelve years of age, have been cared for during a period equal to one full school year with total exemption from death and almost an entire absence of serious cases of sickness.

Improvements.—The building is lighted throughout by electricity and is also piped for gas.

The abundant supply of the purest water is one of the grandest features of the establishment. It is brought by pipes from the sparkling springs for which the Adirondacks

are so famous, and conveniences for its distribution on every floor of the edifice can be found.

The precautionary measures against fire, and the means of escape in cases of emergency, are of the best. Upon each landing and at various other points are placed powerful hydrants, with a full complement of hose attached, and in addition a fire-escape from each dormitory perfects egress should exit by the four stairways leading to the ground floor be cut off.

Industrial Building.—As a result of an appropriation of $7,000 made by the legislature of 1890–'91 the beautiful structure used for industrial purposes was erected, thus satisfying a long-felt want. The building is two stories high, built of wood, and, like the main school building, is lighted by electricity, the various rooms being heated by a large furnace situated in the cellar. On one side of the ground floor is the printing office. Opposite the printing office is the room for cabinet-making and carpentering. A wide stairway leads to the second floor, upon which is the shoemaking shop on one side, and the tailoring and dressmaking rooms on the other. The attic makes a pleasant and comfortable sleeping apartment for the large boys.

Laundry.—In the rear, but detached from the main structure, is the laundry, two stories in height, with attic and a large vegetable cellar. Supplied with modern improvements, the first floor is set apart for general laundry purposes. The second floor is divided into sleeping rooms for the servants employed in the Institution, while the attic is used for drying and airing linen.

Farm.—Most of the land belonging to the Institution is under cultivation, and serves the double purpose of supplying vegetables for the use of the Institution and affording a first-class agricultural training for those boys who desire knowledge in this industrial branch.

Grounds.—Mr. G. B. Croff, architect and landscape artist, of New York, in an article, says:

> Among the several important improvements now in a state of development in Malone, the work in progress at the Deaf-Mute Institute is a very noticeable and attractive feature. The industrial school building, now well under way, will be a handsome addition to the Institution, being a structure of fine proportions and tasteful in design, but the crowning glory of the place will be the beautiful landscape work of the broad lawn

in front, which will, when completed, have no equal in the State of New York.

A visitor's drive 18 feet wide, with two-foot pebble gutters, makes a detour of the grounds, touching the main entrance at the apex, with a winding service road passing around the rear of the Institution. Traversing the centre of the lawn from the street to the front entrance is a grand promenade, paved and guttered the same as the drives, gravelled and rolled down hard.

Midway in this promenade is located a fountain basin of stone masonry capped with a fine tooled coping of moulded granite, the promenade passing around it on either side; and on each side, concentric with the fountain, is cut in the verdure a duplex maze, believed to be the most intricate extant, and much larger and more intricate than the celebrated maze of Hampton Court Palace, England. The walks are three feet wide, of hard rolled gravel, with grass bands two feet wide between, with central fields of hardy roses and beds of foliage plants and miscellaneous hot-house flowering stock in the two principal sections of the lawn.

The ornamental water-work of the fountain will consist of a composite and diversified mist jet with a central braided cone, the whole forming a prismatic pyramid 25 feet in diameter and 15 feet high, which will give voice to its charming surroundings, cooling the atmosphere, and forming the grand central attraction of the design. These mazes will be a source of infinite amusement to the silent little ones who people the Institution and to visitors in general in their attempt to unravel this mystery.

Along the margin of the drives are to be set shapely elms, six inches at the butt, at a distance of 50 feet apart, and at the western extremity will be planted a wilderness of miscellaneous indigenous trees, covering an area of about one hundred by four hundred feet, which will furnish for the inmates a refreshing shade during the summer months. The work has been largely done by the deaf-mutes, and the cost for all outside assistance paid from the surplus revenue of the Institution.

The Literary Department includes seven classes, with an instructor for each class, which contains two divisions each—an "A" class and a "B" class. They are systematically graded, so that personal merit can be rewarded by promotion. Confusion and diversion of minds from work caused the abolish ment of the rotary class system, and now each class remains under its appointed teacher. The divisions alternate in recitation, whereby life and variety are imparted to the work, and opportunities for refreshment of mind are presented.

Commencing at fifteen minutes before eight o'clock A. M., the hours of school are five, with an intermission of fifteen minutes, commencing at eleven. Monday, Tuesday, Wednesday, and Thursday evenings, from seven till half past eight o'clock P. M., are spent in study by those pupils above the third grade.

Language, including composition, penmanship, drawing, and painting in oil, political and physical geography, arithmetic, physiology, American history, civil government, literature, and natural history are among the branches now taught.

Supplementary to the regular course are exercises in articulation and lip-reading.

The Institution possesses a circulating library of 136 volumes; receives 64 papers and magazines, including five dailies; has an articulated skeleton, and affords a cabinet of over 140 mounted natural-history and mineral specimens.

The corps of teachers include four males and three females, of whom three are deaf, the remainder being in possession of all their faculties.

METHOD.—Of the recognized methods of deaf-mute instruction that known as the combined is accepted by this school; not because we find therein a clear definition of our principles, but because of its composite character we are permitted to bend its application to a course greatly resembling the general plan of the public-school system. Theoretically, the results attained through the combined system are highly commendable; practically, the diversity of manner by which these results are achieved render classification under one head impracticable. Unrestricted, unguided personal inclination under this system dictates the course of instruction to be followed. Unlike this, our scheme of education has been carefully prepared and its general outline exactly defined, though in detail considerable is left to the ingenuity of the teacher, with a clear understanding that language is the groundwork of our whole system.

Mind is developed by means of the senses. The deaf child, deprived of one of the most important of these, and denied the use of an essential avenue to the intellect, possesses, however, a human mind, the cultivation of which requires no peculiar method. In most cases, what is good for the hearing child is equally good for the deaf child. Psychological truths confirm this, and one of the main hopes of the improvement of deaf-mute education lies in the acceptance of them.

Children of five years of age are now committed to our care. The vehicle of communication which they make use of consists of a limited number of gestures, possibly a hundred; but does it follow that the number of concepts are restricted to a like number? Emphatically, no; if true, nothing beyond their

expression could in thought be invented. Observation is constantly teaching the child new lessons, and, in eager desire to relate the last experience, the old signs, if found inadequate, are supplemented by new ones. Thus, most children come to us perfect strangers to the English language. Our first effort is to arouse a desire for learning, for results of forced study are barren; and, by dint of persuasion, we make of them consenting parties to the work. Our method is easy, and the manner of teaching is natural as far as possible. Each teacher is required to make lucid explanations; and, to let the pupils see and know the use of what they are using, models, pictures, and large slates are employed. Questions are asked of and by the pupils, and a free natural variety is introduced, relieving, whenever noticeable, the stiffness common to the class-room. With us, good attention is good order. Objects of all sorts, and limitations such as color, form, number, direction, are made practical use of, so that children may discover facts for themselves. In short, we aim that each pupil shall successively pass through the distinct stages of mental activity as they are given in Tate's Philosophy of Education:

I perceive a thing.
I have a conception of a thing.
I understand a thing.
I can prove a thing.

Discipline goes hand in hand with instruction, but the rod, a relegated instrument of severity, is productive of unruly, ill-behaved pupils. True respect exerts a restriction over actions, and kindness wins obedience. Entreat rather than compel. Shame and chastisement can be made despicable by teaching, not by hardening processes. These are the principles that now guide us in the enforcement of discipline.

Sensible that absolute disavowal of popular ideas brands one as a retrograde, and considering the position of the extremist equally as hazardous, we have endeavored to maintain a truly progressive attitude concerning oralism. We recognize the value of its usefulness as an adjunct to our system, and we make use of it. I reiterate that it is our intention to give to all pupils who make satisfactory improvement daily instruction of thirty minutes each in articulation and lip-reading. In some instances the benefits received are of a substantial character, but to the majority it is taught simply as an accomplishment, never at the expense of their general education, and to those only who are adapted to the work.

Industrial Department.—In contradiction to Kant's declaration that all men are by nature lazy, I assert that nature is opposed to idleness; for in the growth of the child physical activity is apparent, and its abatement does not occur when proper training is applied. There is an inherent inclination toward which the mind intuitively leans. Encouragement stimulates its growth, and natural aptitude coupled with natural ingenuity, which accompanies desire, completes the mastery of the special line of work toward which the early bent was inclined.

This Institution has facilities for manual instruction, and in some instances, where abilities point in special directions, provisions are made for their guidance.

From the establishment of this school to the early part of the year 1888 our boys were without regular employment out of school hours. At this time some of the larger boys asked for a shoemaker's bench, thus evincing a desire for work, the inauguration of which had been previously recommended. Their request was granted, and this meagre beginning formed the nucleus around which our present department has grown. In the fall of 1888 two instructors were employed, and for three years shoemaking, tailoring, and dressmaking were the only branches taught. Augmented in 1893 by the conveniences of a building erected for the purpose, and by the addition of a printing office, the plant of which cost $1,856.68, this portion of our school now gives instruction to thirty-seven pupils: dressmakers, 18; printers, 10; shoemakers, 5; tailors, 4.

Nearly all the clothing and the shoes which are worn by the pupils are manufactured in our shops. The printers publish a weekly paper, the *Deaf-Mutes' Advocate*, the first issue of which appeared January 5, 1893.

Domestic Department.—Considering the present condition of woman as compared with her prospects years ago, we are justified in saying that this is woman's century. She has by a steady onward progression elevated herself to a position of possibilities. She is more capable, and the fact is being recognized. Her qualifications, the result of higher education, prepare her for a wider sphere of usefulness; but now, as in the past, most women are, at some time in life, called upon to preside over the home, and a careful investigation will establish the conviction that domestic instruction has not been neglected by American mothers.

Parents naturally expect that knowledge of household duties will be imparted to the girls entrusted to our care. The expectation is reasonable, and for its fulfilment and for the convenience of the Institution this department was regularly organized, and is sustained under the direction of our matron.

The Adirondack Literary Association of Deaf-Mutes.—This society, to include the pupils and graduates of the Northern New York Institution for Deaf-Mutes, was organized February 3, 1888, and holds weekly meetings.

Its purposes are for the cultivation of the mind by providing for its members lectures by prominent men, furnishing opportunities for debate upon selected subjects, and supplying amusement of an interesting character.

Officers.

David Burns, . . . *V.-P. and Acting President.*
Hattie M. Cummings, ... *Secretary.*
Frederick Santinaw, ... *Treasurer.*
Alphonso Johnson, ... *Reader.*

Committee on Debates and Lectures.

Joseph Gero, Alfred Santo, William Edwards.

The following are some who have addressed the society:

Hon. W. P. Cantwell, Hon. J. I. Gilbert,
Morton S. Parmelee, Thomas Gallaudet, D. D.,
Prof. E. D. Merriman, Rev. Job Turner.

OFFICERS AND TRUSTEES OF THE INSTITUTION.

President,

Hon. John I. Gilbert.

Vice-Presidents,

Hon. H. A. Taylor, Hon. W. P. Cantwell.

Secretary,

M. S. Parmelee.

Treasurer,

Hon. D. W. Lawrence.

First Class.—Term Expires February, 1893.

Hon. W. P. Cantwell, F. D. Kilburn,
H. E. King, Samuel Greeno,
C. W. Breed.

Second Class.—Term Expires February, 1894.

Hon. D. W. Lawrence, Hon. W. C. Stevens,
Hon. J. P. Badger, Rev. Thos. Gallaudet, D. D.,
M. G. Maguire.

Third Class.—Term Expires February, 1895.

Hon. John I. Gilbert, Hon. H. A. Taylor,
Hon. Floyd J. Hadley, Calvin Skinner, M. D.,
M. S. Parmelee.

Educational Department.

Superintendent, - - Henry C. Rider.

Professors and Teachers.

Edward C. Rider,* George L. Reynolds,
Alphonso Johnson, Mrs. Ella G. Rider,
Harley W. Nutting, Clara E. Parker,
Mattie P. Harwood.*

Domestic Department.

Superintendent, - - - - - Henry C. Rider.
Attending Physician, - - Calvin Skinner, M. D.
Supervisor of Boys, - - - - Edward C. Rider.
Furnace Keeper, - - - - Madore Jallivette.
Night Watchman, - - - - John J. Timerman.
Matron, - - - - - Mrs. Helen A. Rider.
Supervisor of Girls, - - - - Ritie E. Smith.
Visitors' Attendant, - - - - - Ritie E. Smith.
Sewing Matron, - - - - Cora E. Whittleton.
Seamstress, - - - - Mrs. Eleanor L. Bracy.
Janitor, - - - - - - Thomas Bracy.

Department of Techniques.

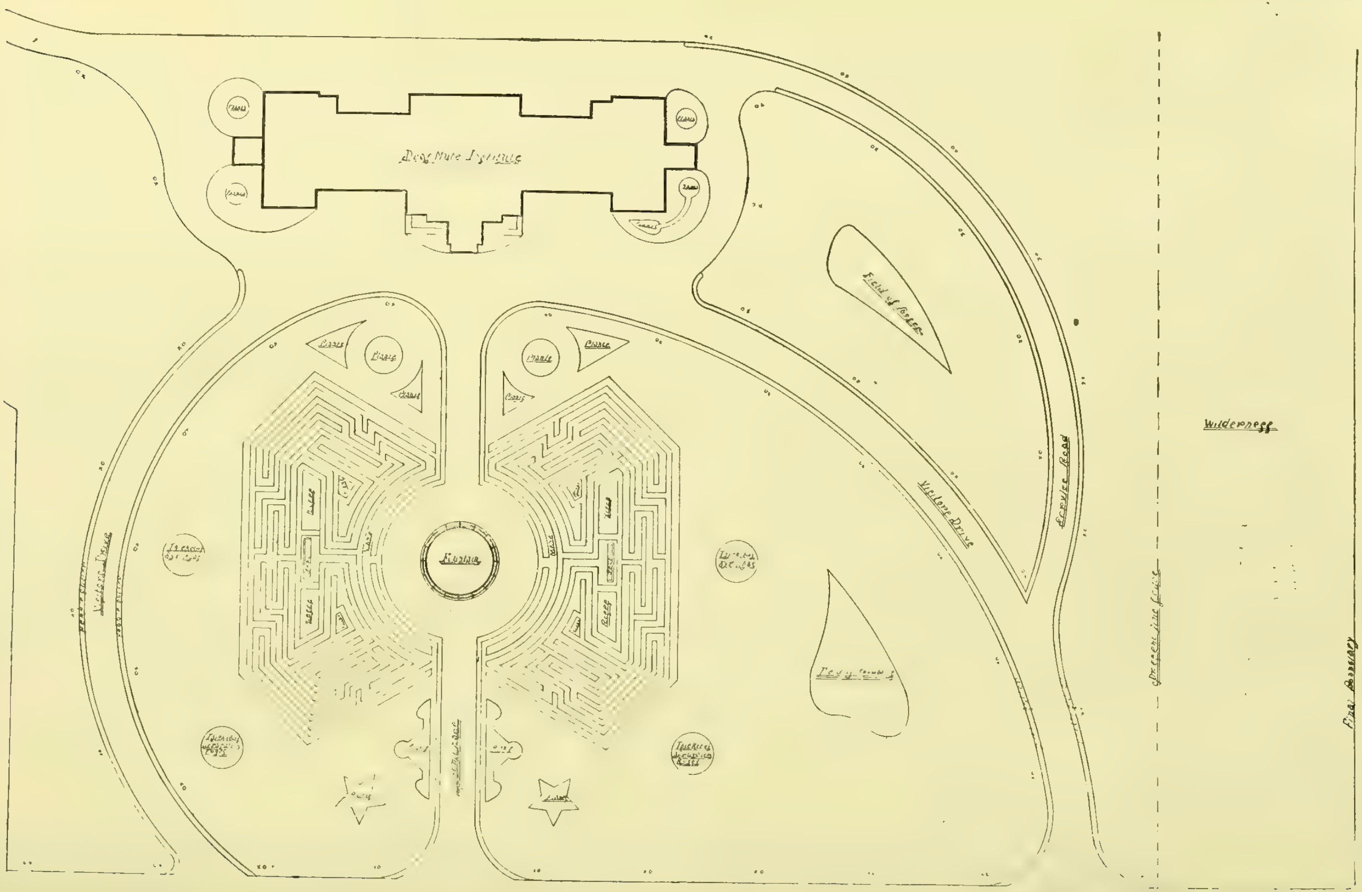
Instructors.

Charles F. Papendick, - - - - - Shoemaking.
Mrs. Jenney Kenney, - - - - - Tailoring.
Charles L. Lashbrook, - - - - - Printing.

* Teachers of articulation.



HENRY C. RIDER.



Landscape Plan of Grounds.



Superintendent's Office.



Reception Room.



Library.



Girls' Study Room.



Chapel.



Evening Prayer.



Matron's Apartment.



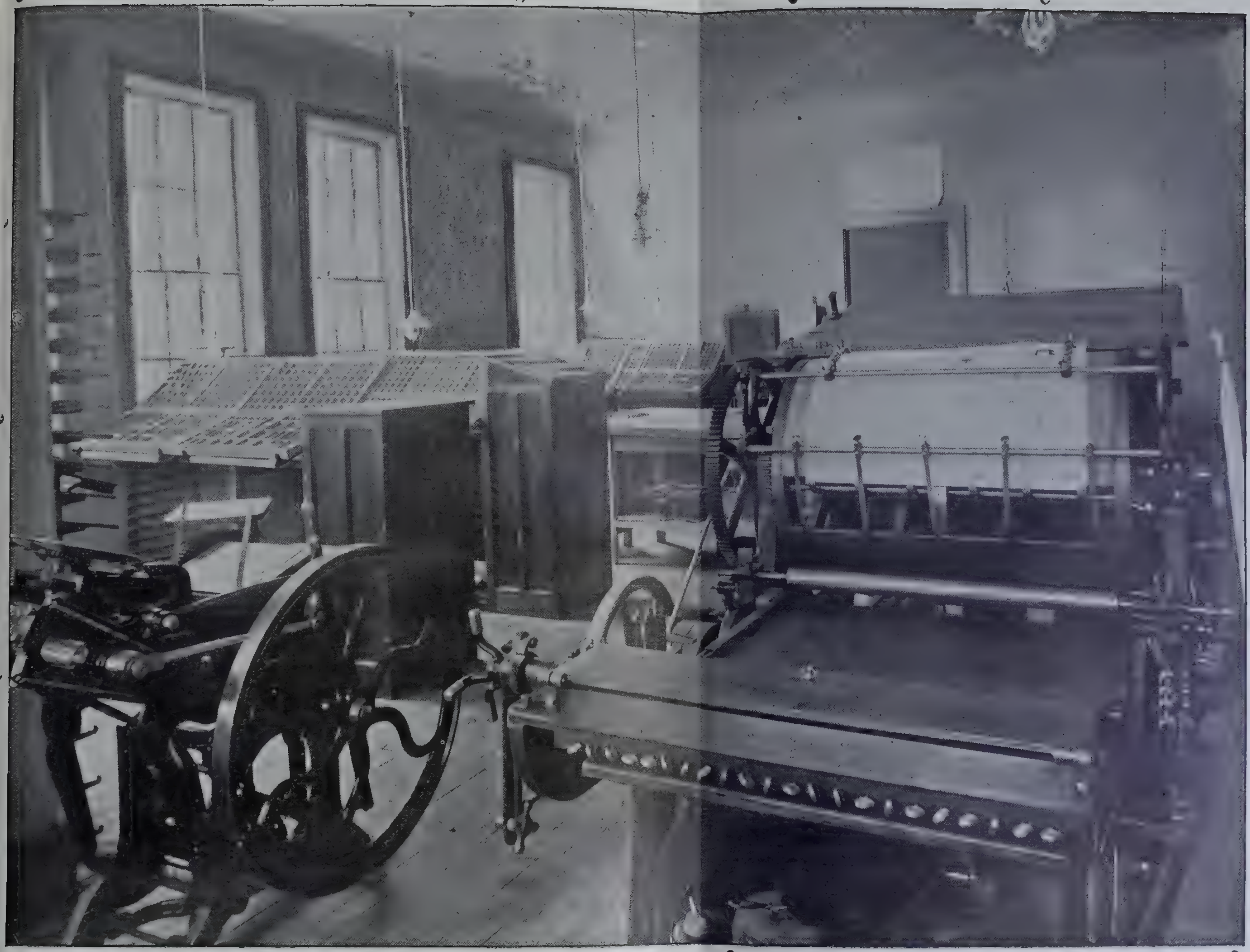
Pupils' Dining-Room.



Officers' Dining-Room.



Trades School Building.



Printing Office.



Laundry and Hydrant House.



THE FLORIDA BLIND AND DEAF-MUTE INSTITUTE.
(From a photograph taken by a pupil of the school.)

The Florida Blind and Deaf-Mute Institute,

ST. AUGUSTINE, FLORIDA,

1885–1893.

By WILLIAM A. CALDWELL, M. A.

Principal of the Institute.

THE FLORIDA BLIND AND DEAF-MUTE INSTITUTE.

The early history of this school, like that of most institutions of the kind throughout the country, is closely identified with the labors of a deaf man, in this instance those of Mr. T. H. Coleman, at present a teacher in the South Carolina Institution. In the *American Annals of the Deaf*, vol. xxviii, p. 142, under the head of "Institution Items," I find the following:

Proposed Institution in Florida.—Mr. T. H. Coleman, a graduate of the South Carolina Institution and of the National College, aided by other gentlemen, is endeavoring to interest the legislature of Florida in the establishment of an institution for the deaf. Florida is the only State of the Union that has hitherto made no provision for the education of its deaf children. According to the last census there are 119 deaf-mutes in the State, of whom 78 are under the age of 25. The Governor of the State approves the enterprise in his annual message, and advises that a portion of the common school fund be set apart, under the direction of the State Board of Education, for this worthy object.

This was in 1883, at the time when Hon. W. D. Bloxham was Governor of the State. Governor Bloxham's interest in the proposed school did not end with his term of office; he has ever since manifested the warmest feeling for the prosperity of the Institute. Mr. E. K. Foster, who was at that time Superintendent of Public Instruction, also makes favorable mention of the proposed Institute, but his misapprehension of the true nature of the work is shown in this extract from his report:

Some institution should be started in which they [the deaf children] can be taught the mute language.

At my request Mr. Coleman has furnished me with the following statement with reference to his work in this field:

As to my connection with the founding, it dates from the spring of 1882, when, in looking around for a field of usefulness, Florida seemed one of the most inviting. This was prior to my graduation from the College at Washington. With a view of cultivating the field, a correspondence was opened with His Excellency Governor W. D. Bloxham. He was favorable to the project from the outset. The correspondence was kept up until I finished my course at college in the following June, during my stay at home in the summer, and also in the fall and winter while I was at Mandarin, Fla., whither I had gone in order to be better

located to carry on the work. Through the kindness and influence of Dr. E. M. Gallaudet, the census statistics were procured for the information of the Governor and the legislature; likewise all other available facts bearing on the subject that could be had. The Governor recommended the matter favorably to the legislature at the session of 1882-3, and that body granted an appropriation to build and equip the school. During the session a limited correspondence was carried on between a few of the most interested members and myself. After the appropriation was secured, proposals were invited for the site, and that of St. Augustine was selected. The buildings were in course of erection during 1884, and were ready for opening early in 1885. When the time to organize came, I declined to be a candidate for the position of head of the school—my health then being bad—but desired the position of chief teacher, to which I was elected. Mr. C. H. Hill, now at the head of the West Virginia School, was chosen principal, and Mrs. M. D. Taylor, of St. Augustine, matron. For some reason Mr. Hill did not take charge, and Mr. Park Terrell was then appointed. The school was opened in the early part of February, 1885. I was in charge of the buildings a few weeks before Mr. Terrell came, and no pupils arrived until, I believe, about the middle of May.

Superintendent of Public Instruction A. J. Russell, who came into office in 1883, makes this reference in his report for that year:

I found upon the record that my predecessor had advertised for proposals for the location of the Institute, and that the best offer had been made by the city of St. Augustine, consisting of five* acres of land immediately adjoining the northern limits of the city and delightfully situated, and one thousand dollars in cash. This offer was accepted by the board of managers in consultation with the Governor, and deeds of the land were made to the State in the name of the board and their successors, and five hundred dollars of the money paid into the treasury; plans were made consisting of a group of buildings for the accommodation of both races, separately, both as to living and study. Advertisements were made for proposals for erecting them, and that of Wm. A. McDuff being the lowest, amounting to $12,749, the contract was awarded him. I have the pleasure to report their completion in a substantial and satisfactory manner. With a view to a proper organization, the board have elected Professor C. H. Hill, of the Deaf-Mute Institute of Maryland, as principal, in consultation with whom the corps of officers and instructors, etc., will be completed and the Institution made ready for the reception and instruction of these unfortunate children.

It affords me great pleasure to report the universal approval on the part of the people of the State everywhere of the act providing for the education of these unfortunates.

Of course it is to be sustained and operated by annual appropriations made by the legislature, and I earnestly recommend a suitable appropriation as necessary for the equipment and support of the Institute.

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* This is an error; there are only three acres of the land.

It may be well, in this connection, to state that Major Russell retained the office of Superintendent of Public Instruction until 1893, and during this period he has been the steadfast friend and supporter of the Institute. His annual reports have invariably contained commendatory and encouraging words, and he has been an efficient aid in presenting the needs of the school to the legislature.

The legislative act providing for the founding and support of this Institute is worthy of insertion here, since its provisions are in some respects entirely unlike those of any other similar school. This act was passed by the legislature of 1883. I regret to say that I have been unable to ascertain who introduced the bill and who were its most active supporters.

CHAPTER 3450—(No. 38.)

AN ACT to provide an Institute for the Blind and Deaf and Dumb in this State.

The People of the State of Florida, represented in Senate and Assembly, do enact as follows:

SECTION 1. That the members of the State Board of Education, namely, the Superintendent of Public Instruction, the Secretary of State, and the Attorney-General, together with the Governor, are hereby constituted the trustees of an institute, hereinafter provided for, under the name of the Board of Managers of the Florida Institute for the Blind and Deaf and Dumb.

SEC. 2. That said board of managers are hereby empowered and directed to secure by donation, purchase, or otherwise, suitable grounds and buildings for the purpose of providing an asylum for the indigent blind and deaf and dumb in this State, said grounds and building to be located at some healthy, convenient, and accessible point in the State.

SEC. 3. It shall be the duty of said board of managers to make provision for the education, maintenance, and care of all persons residing in this State between the ages of six and twenty-one years, who may be blind or deaf and dumb, and who are not able to educate and maintain themselves: *Provided, however*, That any person who may be blind or deaf and dumb, but who may be possessed of sufficient means to educate himself, shall be received and cared for in said institution, and enjoy the advantages thereof, by paying such an amount per annum as may be necessary to cover the actual cost of his education and support.

SEC. 4. Any person desiring admission into said institute shall apply to the county commissioners of the county in which he or she may reside, and it shall be the duty of said county commissioners to examine into the pecuniary condition of the person making application, and upon satisfactory evidence that said applicant is unable to educate and support himself, they, the said county commissioners, shall issue a certificate to the applicant to that effect, and upon the receipt of said certificate such applicant shall be received into the asylum.

SEC. 5. It shall be the duty of said county commissioners to supply said applicant with means of transportation to said institute.

SEC. 6. It shall be the duty of the board of managers to provide for the inmates of said institute necessary bedding, clothing, food, and medical attendance, and such other conveniences as may be essential to the health and comfort of said inmates.

SEC. 7. Said board of managers shall also provide for the education of the inmates of said institute by employing such teachers as may be competent to instruct both the blind and deaf and dumb, and fit them for aiding in earning a support, and in sharing the enjoyments of life.

SEC. 8. Said board of managers shall at each session of the General Assembly make to that body a report of its dealings and doings with a statement of their expenditures for the support of said institute.

SEC. 9. That for the purpose of putting in operation and maintaining said institution the sum of ten thousand dollars for the year 1883, and a like amount for the year 1884, be, and the same is hereby, appropriated, with discretion on the part of the board of managers to expend the whole of said sum, or so much thereof as may be necessary, in the proper inauguration and progress of the work of establishment and maintenance of the institute.

Approved. March 5, 1883.

It will be noted by any one who reads this statute that considerable discretion is allowed the board of managers. This has been a fortunate thing for the Institute, as some of the provisions of the act are quite vague and others have been proved, by the experience of similar institutions in other States, to be impracticable. This law has since been revised, but the changes have been merely verbal, without materially affecting the provisions of the statute as given above.

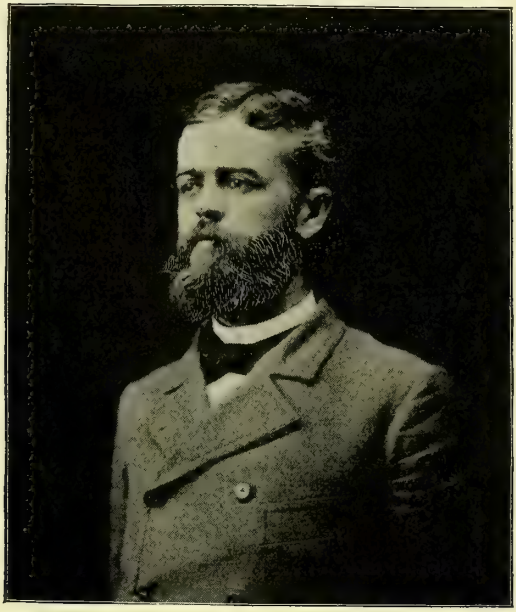
Some idea of the growth of the school may be gathered from the following extracts of letters from the principal which appeared in the biennial reports of the Superintendent of Public Instruction, this being the only report issued of the Institute:

On our records are the names of fifteen pupils—twelve deaf and three blind. The average daily attendance for the two years has been ten.—*January* 1, 1887.

The number of pupils in attendance during the period covered by this report was twenty-five—thirteen white and twelve colored. Fifteen were boys and ten were girls. Of the blind there were six, and of the deaf nineteen, making a total increase of ten over the previous two years.—*December* 31, 1888.

The opening of the school last term was much delayed on account of the epidemic at Jacksonville, and but few pupils arrived before January 1st of the present year. During January and February twenty-three pupils were enrolled and continued to the end of the year.—*December* 31, 1889.

Reference should be made to the organization of the Florida Association for the Promotion of the Education of the Deaf and the Blind. This society was designed especially for the purpose of bringing in those children whose parents were unable to defray their travelling expenses. The association was composed largely of benevolent gentlemen of means, some living in this city—others elsewhere, one of the most liberal contributors to the funds of the organization being Dr. A. Graham Bell, who gave $500. This association was organized in



WM. A. CALDWELL, M. A.*

March, 1889, and Mr. Terrell says in his annual report for that year:

> The society is doing good work, though much hindered the first part of the term for want of an agent who could devote his whole time to the work of the society.

In the summer of 1890 Mr. Terrell resigned the principalship of the Institute to engage in mercantile pursuits. In the system of instruction followed during the period of Mr. Terrell's management of the school, special prominence was given to oral work, and the method used was unlike that of

*From a photograph taken by a pupil of the school.

any other institution so far as my knowledge goes. The elementary sounds were taught by means of Prof. A. Melville Bell's line-writing. The results of this instruction, in some cases, were certainly excellent. I am inclined to think, however, that the progress was due quite as much to the efficiency of the instructors as to the excellence of the method. In September of 1890 the writer, at that time a teacher in the Philadelphia Institution for the Deaf, was elected to take charge of this Institute. Recognizing the importance of oral work, I yet felt that with our limited appropriation and other restrictions more manual instruction should be given. In my letter to the Superintendent of Public Instruction, I outlined my policy or proposed method as follows:

> The system of instruction that has been followed heretofore will be continued, except that more attention will be given to written language. Just as it is true that all persons cannot become expert penmen, so is it true that all deaf children cannot be taught to speak. In those cases where the mental development of the child would manifestly be retarded by waiting for him to attain even an imperfect and uncertain mastery of the vocal chords, it is deemed advisable to substitute writing for speech and to train him to use the pen or pencil to express his thoughts.

An increase in our appropriation made it possible to extend the work in the school-room somewhat, and since that time our plan has been to have the new pupils placed in charge of an articulation teacher until a fair idea could be acquired of their ability to improve under that method. If deemed best, a transfer is then made to another class where they are taught half the time by the oral method and the rest of the session by the manual method.

The increased appropriation made it possible also for us to make a start in the industrial department, the building for this purpose having been already put up. A printing-press and type were purchased and the publication of a bi-weekly paper, *The Institute Herald*, was begun December 15, 1891. A little photograph gallery was fitted up in one corner of the printing-office and two of the boys were inducted into the mysteries of the dark room. The cuts accompanying this sketch are from photographs taken by one of these pupils, a boy about fourteen years of age. Carpenter's tools were also purchased and some of the boys were given instructions in handling them.

The school has continued to increase in attendance. On the 31st of December, 1890, there were twenty-eight pupils pres-

ent; at the same date one year later there were forty-two; during the present term there have been fifty-seven enrolled and five more are expected back daily. Of this number (sixty-two) eleven are blind. Twenty-eight of the deaf pupils are boys and twenty-three are girls, thirty-four white, and seventeen black. The tables given below refer, of course, to the pupils of the deaf department alone.

Age at which deafness occurred:

Congenital,	21
One year or less,	6
Two to ten years,	16
Unknown,	6
Not reported,	2
	51

The causes of deafness assigned by parents are in many cases so vague as to be unreliable. Most answer the question as to cause by simply the one word "sickness." It is worth noting, however, that compared with similar schools elsewhere the proportion of congenital deafness is great, or, speaking more accurately, the percentage of adventitious deafness is quite small. This is doubtless due to the mildness of the climate, which secures immunity from many of the ailments of childhood that prevail in sections further north.

Seven families represented in the school report consanguinity on the part of the parents or grandparents. Eleven of the pupils in attendance come from these families. In one instance, there are four congenital mutes in the family (three are in the Institute), alternate offspring not being deaf; thus there is a hearing child and then a deaf child, and so on, there being nine in all. In another case there are four deaf offspring (two in the Institute) and other children who can hear.

Consanguinity on part of parents or grandparents:

Two families report 4 deaf, 5 hearing.

One family reports 2 deaf, 3 hearing.

One family reports 2 deaf, no others.

Three families report 1 deaf, hearing brothers and sisters.

Of three families, parents not related—

Two report 3 deaf, hearing brothers and sisters.

One reports 2 deaf, hearing brothers and sisters.

Two brothers, congenital mutes, are the children of deaf-mute parents, the only instance reported of deaf parents.

The buildings of the Florida Institute, while admirable in some respects, are poorly adapted to the purpose for which they were designed, especially in view of the present and prospective attendance. An appeal will be made to the legislature about to convene for an appropriation sufficient to provide additional grounds and buildings. There have not been wanting friends of the school in the past, and so far as the financial condition of the State permitted there has been liberal support. It is hoped that the urgent need of increased accommodations will be recognized, and that another year will find the school larger and more prosperous than ever before.

Board of Managers.

Ex-Officio.

Governor H. L. Mitchell, ... President.
Superintendent Public Instruction W. N. Sheats, . Secretary.
Secretary of State J. L. Crawford.
Treasurer of State C. B. Collins.
Attorney-General W. B. Lamar.

Educational Department.

Wm. A. Caldwell, ... Principal.

Teachers of the Deaf.

Miss Katharine Partridge, . Teacher of Articulation.
Miss Anna B. Steelman, . . Teacher of Articulation.
Miss Oakley Bockee, ... Manual Teacher.
Miss Maggie A. Brooks, . Manual Teacher (col'd dept.)

Domestic Department.

Mrs. Wm. A. Caldwell, ... Matron.
Mrs. L. F. Thurston, ... Assistant Matron.
O. J. Whildin, ... Supervisor of boys.
Wm. Trapp, . . . Supervisor of boys (col'd dept).
Miss Elmira Hollyman, . Assistant Matron (col'd dept).

Industrial Department.

Wm. A. Caldwell, . . . Teacher of Photography.
O. J. Whildin, ... Teacher of Printing.
Andrew Thompson, . . . Teacher of Carpentry.

The New Mexico School for the Deaf and Dumb,

SANTA FÉ, NEW MEXICO,

1885–1893.

By LARS M. LARSON, B. A.,

Superintendent of the School.

THE NEW MEXICO SCHOOL FOR THE DEAF AND DUMB.

In November, 1885, the first movement was made toward the establishment of a school for the deaf in Santa Fé, New Mexico. Contributions were received for this purpose from charitable citizens in the city, and the School was opened by Lars M. Larson on the 10th of the month with five scholars in attendance—three girls and two boys, to teach the latter of whom



LARS M. LARSON, B. A.

unsuccessful attempts had been made in colleges in this Territory. It continued as a private School until the Territorial legislature met in 1887. They did not at first want to allow the School annual appropriations to support it as a boarding-school, but voted to grant it $100 a month to keep it going until such time as it might be put on a more substantial basis. The same body established by law a school for the deaf of the Territory February 24, 1887. This law allowed

free aid to indigent pupils only, and a committee consisting of the attorney-general, auditor, and treasurer of the Territory was appointed to manage the School. This action was taken only after a long and stormy struggle in the honorable body. The committee appointed Mr. Larson superintendent and Mrs. B. E. Larson matron.

For the next four months the School was kept going at the expense of the general fund of the Territory. Then the committee declared that the Territorial treasury was empty, and in consequence the number of scholars could not be increased. The School opened its second term with the same number of pupils as the first. The committee could not aid it and thought of closing it. But Mr. Larson ventured to keep it going as heretofore out of his own pocket and by warrants against the Territory, which could be paid whenever the money came into the treasury. In 1889 the legislature had a long and bitter political contest, and adjourned *sine die* without having come to any agreement as to certain laws and appropriations. The School went on with its work under the same law as it did before. It met with many difficulties financially, but it was finally established on a permanent working basis, with annual appropriations granted to it by the assembly. Owing to limited accommodations only few pupils have been added during the past two years.

The bitter political strifes and the indifference of the legislature long prevented the provision of contemplated buildings for the School. There was an attempt made to add a department to provide educational advantages for the blind of the Territory to the School, but the fact that only very few of the blind earnestly sought school privileges lessened the need of such provision. The general assembly granted some slightly increased aid to it. Owing to lack of proper accommodations for the School the admittance of more deaf pupils was still denied. However, the School went on with better success and more encouragement, because the new committee was a better and more energetic board, and took more interest in the cause of education.

The School first occupied a rented adobe house for a year and a half, and, later, moved to and occupied at rental a larger building, which was once the elegant residence of an Episcopal bishop. It remained there over four years (until October, 1891), when it moved into the present large and commodious

brick building, having eighteen good rooms, with closets and two cellars, erected and paid for out of Mr. Larson's private means. It is ample for present needs and well arranged for the school-work. The original plan of this building was for a dwelling-house, but, later, it was changed in some parts for more advantages to the School. It is situated on a five-acre tract, in a fine and healthy suburban location, near the city of Santa Fé, and a mile and a quarter southwest of the park known as the Plaza, in the centre of the business town. It is in a good neighborhood—the New Mexico penitentiary being over a quarter of a mile to the south, the United States Government Indian Industrial School, styled "The Dawes Institute,"



NEW MEXICO SCHOOL FOR THE DEAF AND DUMB.

one mile southwest, the Ramona Indian School three miles and three quarters east, the Saint Catherine Indian School one mile and a quarter north, and the Territorial capitol building and several educational institutions one mile northeast. The present legislature has voted to purchase this building from Mr. Larson for the use of the School.

Gov. L. B. Prince and Mr. A. Chaves, Superintendent of Public Instruction, have acknowledged the School as one of the educational interests of the Territory.

There has been only one superintendent of the School since its establishment. Mrs. B. E. Larson, the earnest, faithful, thoughtful, and efficient matron, entered the heavenly life on the 4th of February, 1892. She taught the class in drawing,

instructed the girls in sewing, and also attended to her duties as the first matron of the School for over six years. Miss O. Walsh was appointed to fill Mrs. Larson's place thus made vacant, but afterwards retired. Mrs. E. M. Stout was then installed as matron and has since continued in the position.

The whole number of pupils in attendance at various times is thirteen, and one of them, who graduated after completing the whole course of study, is now attending the National College for the Deaf. His essay on "The Patriotic Influence of the American Flag when Raised over the Public Schools" obtained for the School a handsome flag offered as a prize by the *Youth's Companion* in 1890.

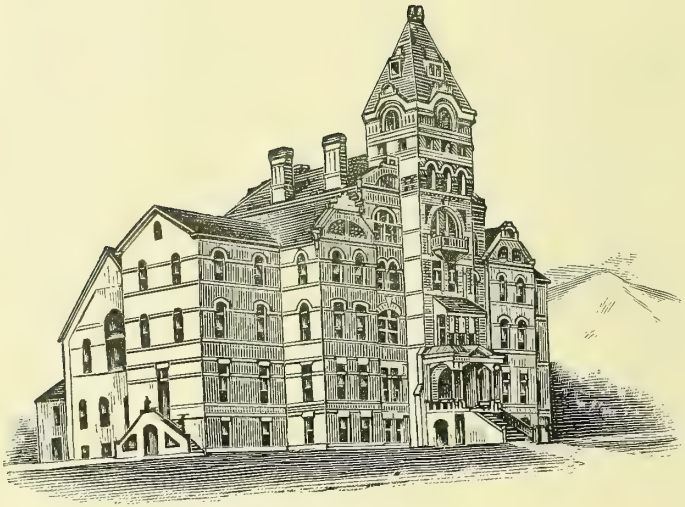
The method of instruction followed is what is known as the manual method. Its main aim is to impart a good English education.

The annual session of the School is forty weeks every year.

There has, as yet, been no provision made for industrial instruction.

According to the late U. S. census, there are 225 deaf and 300 blind persons living in the Territory.

In June, 1892, the Woman's Board of Trade of Santa Fé did a generous and worthy act in tendering the School a benefit entertainment as a token of their appreciation of Mr. Larson's efforts in behalf of the afflicted of the Territory, and the proceeds of the entertainment, amounting to one hundred and twelve dollars, were appropriated to the school library, in which there are now two hundred volumes.



THE WASHINGTON SCHOOL FOR DEFECTIVE YOUTH.

The Washington School for Defective Youth,

VANCOUVER, WASHINGTON,

1886–1893.

By Hon. J. R. THOMPSON, D. D.,

A Trustee of the School.

THE WASHINGTON SCHOOL FOR DEFECTIVE YOUTH.

The Washington School for Defective Youth was created by an act of the legislature of the *Territory* of Washington, approved by Governor Watson C. Squire, on February 3, 1886.

Previous to this legislative action a small private class, consisting of nine deaf-mute pupils, had been established in the Presbyterian parsonage of the city of Tacoma by Rev. W. D. McFarland, the then acting pastor of the congregation, which granted the free use of said building for this beneficent purpose.

In establishing and sustaining this class Rev. Mr. McFarland was aided by the active co-operation and influence of General J. W. Sprague, ex-superintendent of the Northern Pacific Railway, and one of the founders of the city of Tacoma; Hon. W. T. Thompson, Rev. J. R. Thompson, Robert Wingate, L. W. Anderson, F. F. Olds, Esq., and other citizens of Tacoma and elsewhere in the Territory of Washington.

At various times during the earlier days of the territorial *régime*, twelve deaf-mute children had been sent from the Territory of Washington to the State School in Salem, Oregon, at the public expense. Others had also been sent to institutions in various States of the Union. But the class gathered by Rev. W. D. McFarland in Tacoma was the first organized effort to supply the deaf-mutes of the Territory with an education suitable to their unfortunate condition.

After the passage and approval of the act creating this public institution, the Governor appointed as its first board of trustees General J. W. Sprague, Rev. John R. Thompson, Col. Frank J. Parker, Hon. W. A. Reynolds, and Dr. J. Randolph Smith. This board of trustees held its first meeting on February 15, 1886, and organized by electing Rev. J. R. Thompson president, and Rev. W. D. McFarland secretary of the board and director of the School.

The legislative act creating this institution located it at Vancouver, in Clarke county. The trustees took immediate action, which resulted in renting a somewhat suitable building, and the commencement of school work in Vancouver on March

11, 1886. The election of Mr. McFarland as director of this School, besides being a courteous recognition of his philanthropic efforts to arouse an interest in the minds of our citizens regarding the needs of deaf-mute, blind, and feeble-minded children of the Territory, resulted in the transfer of seven pupils of his private class at Tacoma to this public institution. The philanthropic efforts of those who established the small school at the city last named gave to this territorial institution the nucleus of the class of pupils which has developed into the present very remarkable proportions (considering the short time it has existed) of the Washington School for Defective Youth.

The legislature which established this institution at Vancouver, and appropriated seven thousand dollars of public money to sustain it during the immediately ensuing two years and three months, made no provision for the purchase of suitable grounds and the erection thereupon of buildings appropriate to the philanthropic business thus partially provided for. To meet the emergency, certain public-spirited citizens, including Hon. S. W. Brown, Hon. Louis Sohns, Hon. George H. Steward, Rev. J. R. Thompson, Lowell Hidden, Esq., and other members of the Vancouver Board of Trade, subscribed and collected funds to purchase one hundred acres of land and erect thereon a small and plain building, which farm and building were donated to the School, and ready for occupation at the termination of the summer holidays of 1886. This property, which is now worth about ten thousand dollars, though in many respects well adapted to the purposes for which it was purchased, was subsequently exchanged for seventeen acres of land, splendidly situated on the plateau overlooking "the Great River of the West," and in full view of the most magnificent mountain scenery of this portion of the world.

The city of Portland lies across the river, to the southward, and can be seen from the observatory of the main school-building. The electric lights of that city of one hundred thousand souls; the daily passage of steamboats, crowded in the tourist season with the sight-seers of this northern land; the mountain, valley, and river landscape, are believed to furnish in themselves one valuable side of the education which this institution is designed to furnish to those of its beneficiaries who have not been deprived of the sense of sight. The

location is also very healthful. Rev. J. R. Thompson, who had been elected to represent this portion of the Territory of Washington in the legislative council (Senate), of which body he was chosen to be president in December, 1887, exerted his personal and legislative influence in favor of the institution, of whose board of trustees he was also president. He succeeded in securing a sufficient appropriation of public funds to lay the foundation and erect the main buildings of the School, which now furnishes a home and education for about ninety pupils, representing all parts of the State. The appropriation of eighty thousand dollars, which will doubtless be made by the State legislature, now in session, evinces the deep interest of all classes of the citizens of Washington in the education of that portion of the rising generation who are so unfortunate as to be deaf, dumb, blind, or feeble-minded.

The School for feeble-minded was opened for pupils in August, 1892. It is situated a little over half a mile from the main edifice, and is under the care of the trustees of the Washington School for Defective Youth. The building was erected in 1891–2. There are now twenty-two pupils in this department, and there are also many others in the State who *ought* to attend this School. The work is growing, and the results of the training furnished by a corps of competent teachers and employees will doubtless be manifest ere long in the clearing of clouded intellects which, without such training, would remain under the dark shadow of mental night during their whole earthly existence.

Besides the gentlemen already named as members of the first board of trustees of this institution, that position has been filled by Hon. Louis Sohns and Hon. Charles Brown. The board at present consists of Hon. B. F. Shaw (State Senator), Dr. J. R. Smith, Hon. John D. Geoghegan, Hon. W. Byron Daniels, Mayor of the city of Vancouver, and Hon. John R. Thompson, D. D., pastor of the Presbyterian Church.

The following-named officers have at present charge of the department for the deaf-mute and blind:

Prof. James Watson, ... *Director.*
Mrs. Celia Watson, ... *Matron and Teacher.*
Mr. J. C. Watson, ... *Teacher.*
Mr. George Layton, ... *Teacher.*
Miss Hannah Pettit, ... *Teacher of Blind.*
Mr. S. A. Loudon, ... *Teacher of Drawing.*

The following-named persons are employed in the department for the feeble-minded:

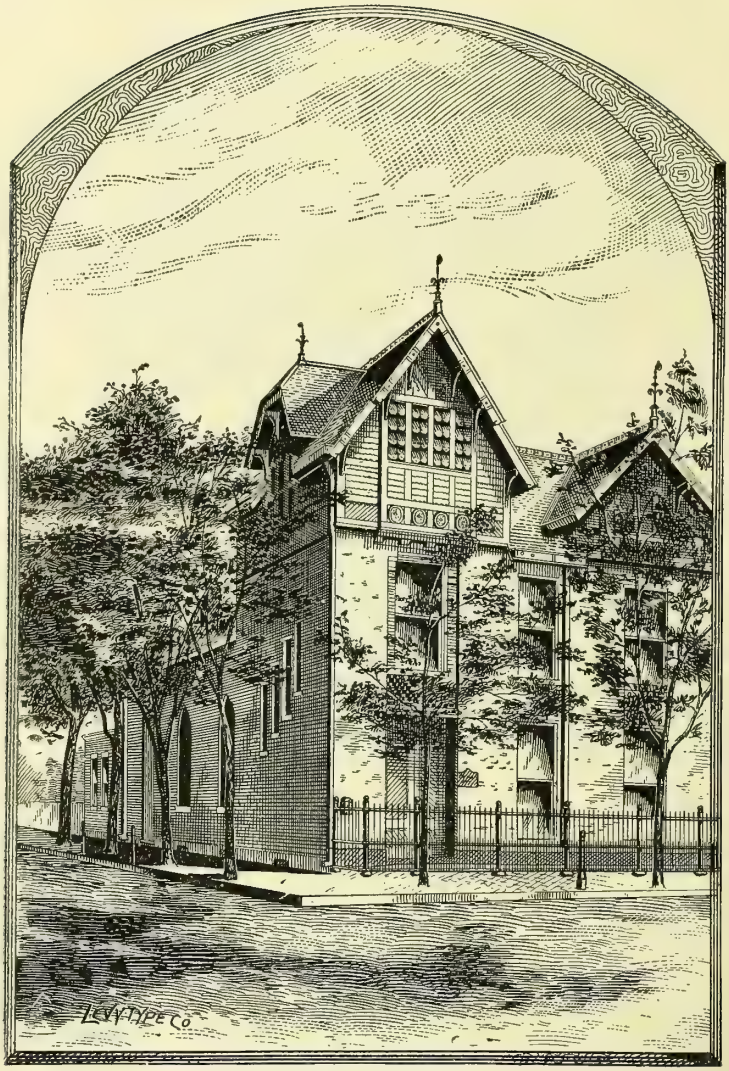
Prof. James Watson,	*Director.*
Miss Nettie Baker,	*Matron and Teacher of Boys.*
Miss Mary L. Proseus,	*Teacher of Girls.*

The connection of Rev. W. D. McFarland with this institution was severed in June, 1887, by his resignation of the position of director and secretary of the board of trustees. The



JAMES WATSON.

services of Prof. Jas. Watson were secured in July of the same year. This gentleman had previously been engaged as a teacher in the Ontario Institution for the Deaf and Dumb. His wife had spent her life in this philanthropic work. Her father, Rev. Dr. McGann, was the founder of the Ontario, Canada, Schools for the Deaf and Dumb and the Blind. The trustees consider themselves very fortunate in securing the services of those life-long teachers in the schools of silence; and it is not any flattery to say that to their skill in performing the work entrusted to them is due, in a very large measure, the present *status* and efficiency of the Washington School for Defective Youth.



EVANSVILLE SCHOOL FOR THE DEAF.

The Evansville School for the Deaf,

EVANSVILLE, INDIANA,

1886–1893.

By PAUL LANGE, B. A.,

Principal of the School.

THE EVANSVILLE SCHOOL FOR THE DEAF.

The Evansville School for the Deaf was founded by Mr. Charles Kerney, B. A., a graduate of the National Deaf-Mute College, in 1886, with an attendance of twenty-two pupils, and with Miss Emma T. Macy as his assistant. The attendance subsequently increased to twenty-five in 1889, after which it gradually decreased, until in June the School had but seventeen pupils, and at present has only eight. The first class graduated was that of '89, and consisted of three young



PAUL LANGE, B A.

men—John Walsh, Theodore Holtz, and Oscar Schaffer. The following year two more pupils—James Downey and Lizzie Reinig—were graduated. It was our last graduating class.

Some three years ago an effort was made by Mr. Kerney to make the School a State institution, but was not successful.

The present principal, Paul Lange, B. A., a graduate of the National Deaf-Mute College, succeeded Mr. Kerney in 1892.

The School is carried on in the same building that contains the office of the Superintendent and Board of Education of Evansville.

Oral School for the Deaf,

CINCINNATI, OHIO,

1886–1893.

By VIRGINIA A. OSBORN,

Principal of the School.

ORAL SCHOOL FOR THE DEAF OF CINCINNATI.

This School was organized September, 1886, under the auspices of the Society for the Improved Instruction of Deaf-Mutes. The following is a synopsis of the report for the first year:

In August, 1886, the necessary preliminaries attending the formation of a society, the object and purpose of which was to establish and maintain in Cincinnati a school for the deaf, offering all the practical advantages of the oral method, was finally concluded and immediate organization was decided upon. The power to act was vested in an executive committee, composed of the president, vice-president, and treasurer, and arrangements were at once made to establish the School. The officers of the Children's Home facilitated the effort by offering the use of a large apartment rent free.

A class of pupils which during the year reached ten in number was soon enrolled. Competent teachers were selected, and the practical and successful operation of the School was in this manner speedily and effectually secured. The work accomplished was in every respect gratifying to the committee as well as to the members of the society. The best proof that it was satisfactorily accomplished is evidenced by the large attendance of pupils, and the general interest manifested at the opening of the second year of the School. The incorporators of the society were L. S. Fechheimer, Robt. Sattler, John O'Brien, J. D. Brannan, and C. H. Walker; the instructors were Miss V. A. Osborn and Miss C. A. Yendes.

The plan of teaching was restricted to the purely oral method. The children were taught from the first by speech, signs never having been used as a means of instruction.

The second year began with increased facilities and commodious school-rooms, an efficient and earnest corps of teachers, and an intelligent class of fourteen pupils.

The following paragraph is copied from an announcement of the society at this time:

The executive committee of the society is confident that the work to be accomplished during the present year will increase the scope of usefulness of the School, and that it will illustrate practically the main ob-

jects and purposes of the work, and typify it not alone as an educational effort, but also a desirable charity.

It must be accorded an educational effort of exceptional importance, in that it offers to the parents of deaf-mute children the most approved method of instruction; it is also deserving of the appellation, a charity, in that the society extends to parents in moderate or restricted financial circumstances advantages for the education of a deaf-mute child which could only be procured away from home at great expense, and in a large number of instances the society assumes the education of children whose parents or guardians are in destitute condition.

This method of teaching the deaf was then a new thing in Cincinnati, and was watched with keen interest not only by the society and parents, who would ask with anxious faces, "Do you think my child *can* be taught to talk?" but by the Board of Education and others.

The city had for nearly ten years supported a school for deaf-mutes taught by the sign method, and after careful inspection of this Oral School and the results of the work, were led to incorporate it also in the public school system, June, 1888.

During the following year, its first as a public school and the third of its existence, the number of pupils increased to eighteen.

Larger quarters were again needed, so the School was moved into the 9th district building, which was in a more central location, and the rooms lighter and more airy. Miss Virginia A. Osborn, who had taught in the School from its organization, was made principal.

Unfortunately for the progress of the work, Miss Candace A. Yendes, owing to ill health, was obliged to resign about this time.

During the past three years the School has steadily increased in the number of both pupils and teachers, in facilities for teaching, and, we trust, in the results attained.

A special course of study is prepared for the first four years; after that time the pupils follow, with some changes, the course of study prescribed for the public schools of this city. Since the opening of this School, September, 1886, 44 pupils have been admitted. Of these 26 were congenitally deaf, 6 were semi-mute, and 12 were semi-deaf. At the present writing, January, 1893, there are 25 remaining. During these six years, 3 have died, 2 have removed to distant cities (Denver and New York), 2 have been withdrawn and sent to the State

Institution at Columbus, 6 girls have been withdrawn and placed in the deaf class at the Convent of Notre Dame in this city, one little boy is at home on account of delicate health, and 5 have left school and become partly or entirely self-supporting.

Of this latter class, one girl is taking a nurse's training in an ophthalmic hospital, one is a dressmaker, and another does the housework at home. One boy is a wall-paperer and another a compositor.

The present corps of instructors of this School consist of—

Miss Virginia A. Osborn, ... *Principal.*
Miss Mary S. Breckinridge,
Miss Emma C. Vettle, } . . . . . *Assistants.*
Miss Louise Karger,

The School receives a State appropriation of $100 per capita. It is under the direction of the city Board of Education; superintendent of schools, Mr. Wm. H. Morgan; special trustee, Dr. W. H. Albers.

THE

LA CROSSE ORAL SCHOOL

FOR

THE DEAF,

LA CROSSE, WISCONSIN,

1887-1893.

By MINNIE E. TAYLOR,

Principal of the School.

THE LA CROSSE ORAL SCHOOL FOR THE DEAF.

The La Crosse Oral School for the Deaf was founded in January, 1887, and has always been under the supervision of the city superintendent of the public schools, Mr. Albert Hardy.

The first principal of the School was Miss R. L. Parker. The following year Miss Parker went to St. Louis, and Miss Viola Taylor, of Scranton, Pa., took charge of the School. I am unable to ascertain exactly how many pupils were present



MISS MINNIE E. TAYLOR.

at the opening of the School in 1887, but Miss Taylor had an average of six pupils during the following four and a half years.

In January, 1892, Miss Viola Taylor was obliged to resign her position on account of nervous prostration and was succeeded by her sister, Minnie E. Taylor.

The school-rooms are situated in the central portion of the city, in part of a private house.

There never has been but one teacher at a time. At present there are nine pupils, varying in age from five to twenty-eight years. These are divided into four separate grades, the most advanced corresponding to the fifth grade in the public schools of this city. Although the School has always been very small, much interest has been aroused throughout the city in regard to it. During the past year there have been one hundred and twenty visitors at the School.

HISTORY

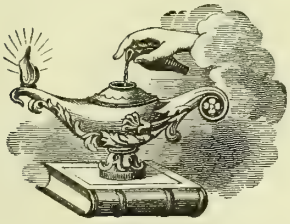
OF THE

TEXAS INSTITUTE

FOR

DEAF, DUMB AND BLIND

COLORED YOUTHS.



AUSTIN:
PRESS OF DEAF AND DUMB ASYLUM.
1892.



TEXAS INSTITUTE FOR DEAF, DUMB AND BLIND COLORED YOUTHS.

OFFICERS, INSTRUCTORS AND EMPLOYES

Connected with the School, as related to the Deaf Department, on the first day of January, 1893.

TRUSTEES,

CAPT. J. H. COLLETT, JUDGE D. W. DOOM,
REV. T. B. LEE, D. D.

SUPERINTENDENT,

HON. W. H. HOLLAND.

PRINCIPAL,

H. B. FRY, M. A.

TEACHERS,

H. L. JOHNS, ELIZA J. HOLLAND.

KINDERGARTEN TEACHER,

ELIZA J. HOLLAND.

ARTICULATION TEACHER,

ELIZA J. HOLLAND.

Instructor in sewing department,	MRS. M. J. HANCOCK
Foreman of shoe-shop,	THEODORE LASHWAH
Matron,	MRS. CAROLINE LAWRENCE
Preceptress,	MRS. LULA HOLMAN
Gardener,	WESLEY ISIAH
Engineer,	JAMES BLACK
Night watchman,	ALBERT BLACK



Wm. H. HOLLAND, Superintendent.

TEXAS INSTITUTE

FOR

DEAF, DUMB AND BLIND

COLORED YOUTHS.

This school is yet in its infancy and is the outgrowth of an earnest desire and untiring effort on the part of a few public-spirited colored men, who, seeing and appreciating the urgent necessity for the establishment of a school for that unfortunate class of colored youth whose infirmity prevented them from receiving the benefits of the public schools, and whose race connection denied them the benefit of the deaf and dumb school for the whites, succeeded in interesting the 20th legislature in the matter. That body, with a lively sense of the justice of the request, and with the promptness characteristic of it when its sense of justice and its sympathy were excited by the merit of the demand, at once took steps to meet and supply the need. In this connection, too much credit cannot be accorded to Mr. W. H. Holland, a practical educator and a resident of Austin, for the zeal he manifested in the cause. He, ably backed by Dr. Q. B. Neale, Mr. J. J. Hamilton, and others of the capitol city, spared neither time nor labor to secure this great boom to that unfortunate class.

There was a romantic episode connected with the final passage of the bill establishing the school. It passed the House in the latter part of its constitutional 60-day term, and on the last day of the term was pending in the senate. The senator from the Austin district despaired, in view of the rush incident to final adjournment, of bringing it to the attention of the house. All hope for the bill seemed lost. Thirty minutes before the final adjournment, Mr. Holland approached Senator Armstead of Smith county, in the lobby of the senate, and asked him if it was too late to save the bill. That large-hearted and broad-guaged men said, "I think not," and immediately entered the senate chamber, secured the attention of

the president of the senate, moved the passage of the bill appropriating $50,000 for grounds and buildings, and under a suspension of the rules, advanced it to final and triumphant passage within a few minutes of final adjournment. This was in April, 1887. Governor L. S. Ross, in signing the bill, remarked that it gave him more pleasure to sign it than it did to sign any other bill passed during the current session.

Under the terms of the bill, the governor appointed the following, the first board of trustees of the proposed school: Capt. H. E. Shelly, Judge Z. T. Fulmore and ex-comptrollor W. M. Brown, all of Travis county. These gentlemen selected from among a number of eligible sites the farm and buildings located on one hundred acres two and one-half miles northwest of the capitol—all the land being tillable, and two-thirds under cultivation. The owner, at the time of selection, was a turfman and stockman, living in a commodious residence, and surrounded with various anxiliary buildings used in his business. This site was purchased from him for $10,000.

Governor Ross, on August 15, 1887, appointed Wm. H. Holland superintendent, at a salary of $1500 a year.

The first session of the Institute opened in the residence building above referred to, on the 17th day of October, 1887, with one teacher of the deaf, Mr. Julius Garrett, a graduate of a North Carolina deaf-mute school. Seventeen pupils were enrolled this term, of whom eight were deaf.

The unsuitableness of the buildings and the inadequacy of the provisions for the work of the school, became at once apparent, and hastened the preparations for the erection of the Institute building proper. That building was completed in the spring of 1888 at a cost of $17,940. It is placed seventy-five feet east of the old building and at right angles to it. It has an eastern elevation; is three stories high, and is built of brick.

The new building is a model of architectural beauty. The first story contains the office, reception-room, one lavatory and four school-rooms. The second story contains six large dormitories; the third floor contains the chapel and one small dormitory. The building is surmounted by a turret that gives a commanding view of the city and of the country for many miles around. The superintendent and family, the lady teachers, the matron and preceptress have rooms in the new building. The principal and male teachers room in the old building. The old building is also utilized for



Old Building.



New Building.

dormitories for large boys and for the culinary department. In the rear of this building is another, recently erected for the laundry, and for apartments for other employes.

The enrollment at this writing (February, 1893) is 86. Of these, 46 are deaf. This number is largely in excess of the accommodation of the school. Application for an appropriation for more buildings and increased facilities was made to the legislature of 1891. A sub-committee from that body was appointed to investigate and report. Upon investigation, the committee reported to the legislature that the need was urgent, and recommended that the appropriation be made, but for reasons deemed wise by them, it was not made, but it was the opinion of many members that the needed sum would be voted at the next (present) session. A request for an appropriation of $20,000 is now asked for by the superintendent and trustees. They have every reason to believe that it will be granted.

The Institute building is heated by steam and lighted by electricity. In the rear of this building is the power house, containing a 20-horse power engine that furnishes the power for supplying the steam and driving the electric dynamo.

The school is located on the highest point of this one hundred acres. The land is rolling, and the natural drainage perfect. The territory for miles around is of the same general character. As a consequence, malarial poison and its diseases are strangers and are not found there. Another promotive of good health is the fine artesian well, 1845 feet deep, bored on the place at the hightest point. This well yields a fine quality of almost tasteless medicinal water which is used for all purposes except cooking, the water for that purpose being supplied by cisterns, of which there are three on the place yielding an unfailing supply.

It has been, and is, the policy and consistent practice of the State to officer its institutions for the separate instruction or care of colored people, with persons of the same race, the argument being that such practice produces in the pupils or beneficiaries the feeling of self-respect and self-confidence, in that it demonstrates satisfactorily and convincingly the ability of the Negro to acquit himself well in the matter of administration; and that it serves as an incentive to the youth of the race to aspire to higher things, in the certain knowledge that the State will not suffer "his birth's invidious bar" to operate to his disadvantage in the matter of public

trust among his own people at least. The school is equipped entirely with officers and teachers of the colored race, and in that respect stands solitary and alone among the institutions of the country for the instruction of the deaf, dumb and blind colored youth. It is proper to state, however, that the trustees are white, but these men have ever been in hearty accord with the policy of the State in this matter, reposing entire and absolute confidence in the administration of affairs at the school, and confining their ministerial duties to the perfunctory approval of vouchers and plans submitted by the superintendent.

Governor Ross, during his administration, was the firm friend of the school and took an almost fatherly interest in its success. At the close of his administration, January, 1891, he was succeeded by Governor James S. Hogg, the present incumbent, who has but recently entered upon his second term. Governor Hogg has proved himself no less a friend to the school than Gov. Ross; many of his private and official acts evidencing the deep interest he feels in the institution, and the unfortunate classes that it is designed to benefit. Nor could we in justice dismiss this part of the history of this school without according to the two legislatures that have assembled since the establishment of the Institute, their meed of credit and praise for the promptness and liberality in which they have provided for its maintenance.

On assuming the reins of government, Governor Hogg appointed the gentlemen comprising the board of trustees to the following positions: Capt. H. E. Shelley to be president of the board of trustees of the Confederate Home; Judge Z. T. Fulmore to be president of the board of trustees of the white Blind Asylum, and ex-comptroller Wm. M. Brown, to a lucrative position, all of which disqualified them from continuing on the board for this school. The following gentlemen were accordingly selected and are now serving as the board for the Colored Deaf, Dumb and Blind Institute: Capt. J. H. Collett, president; Judge D. W. Doom and Rev. T. B. Lee, D. D.—all gentlemen of the highest character, of business habits and in through, hearty accord with the superintendent and the administration in their management of the affairs of the school.

The first teacher of the deaf was Mr. Julius Garrett, already referred to. Mr. Garrett served till the close of the school year in June, 1889, when he severed his connection with the school. Mrs. Amanda A. Johnson, a graduate of the North Carolina Deaf and Dumb

School was employed, in the fall of 1888, to assist Mr. Garrett. This lady remained till the winter of 1890–91 when she was called home by the illness of her mother; and having herself fallen ill, was unable to return. In September, 1890, Mrs. Eliza J. Holland began teaching in the deaf department and continues at work. In the same month (September, 1890) Mr. H. L. Johns, a graduate of the Maryland School for the Deaf, at Baltimore, Maryland, began teaching in this school and continues to the present. In September, 1892, Prof. H. B. Fry of Austin, was called to the principalship of the literary department of the school. Instruction is given by the combined method.

At the present there is but one society (literary), composed of the more advanced pupils of the school. Its object is to create among the pupils, a desire for higher forms of knowledge; a familiarity with elegant language, expressions, etc.; mastery of the art of discussion; and in general, a thorough literary upbuilding, based on the theory that every little helps. The society is known as the Silentia Progressive Literary Society. Meetings are held every Friday night. Present officers (all pupils): President, W. D. Flewellen; vice-president, William Harris; secretary and treasurer, Julia A. Smith; critic, appointed by president; sergeant-at-arms, Robert Harris; judges, appointed by president.

The industrial department is as yet far from being fully organized, a sewing-room and shoe-shop being all that our limited accommodations will allow. In this department the pupils of suitable age spend one-half of their school time and do excellent work. It is expected that in the near future, with additional buildings, instruction can be given in other trades.

The attendance of deaf pupils since the establishment of this school has been as follows:

	Boys.	Girls.	Total.
1887–88	17	7	24
1888–89	24	11	35
1889–90	24	14	38
1890–91	24	16	40
1891–92	23	20	43

CAUSES OF DEAFNESS OF PUPILS.

Congenital	31
Malignant fever	3
Abscess	2
Brain fever	7
Scarlet fever	2
Typhoid fever	1
Unknown	5

The School for the Deaf of North Dakota,

DEVILS LAKE, NORTH DAKOTA,

1890–1893.

By A. R. SPEAR,

Principal of the School.

THE SCHOOL FOR THE DEAF OF NORTH DAKOTA.

The enabling act which provided for the division of the Territory of Dakota into two States and their admission into the Union was approved by the President of the United States February 22, 1889, and in the same year North Dakota was admitted to the Union with all the rights and duties that devolve on Statehood. Among the duties was this: to provide a system of education, including a school for the deaf.

Prior to the division of the Territory into two States and their admission into the Union, the deaf children of that part of the Territory now North Dakota were sent to the School for the Deaf at Sioux Falls, in the extreme southern part of the now State of South Dakota. But with the beginning of Statehood came the necessity of establishing within her own borders a school for the education and instruction of the deaf. This necessity had been foreseen by the framers of the enabling act, for that act made the magnificent grant of 40,000 acres of land to the future School for the Deaf to be established.

In this recognition of the rights of the deaf, and splendid provision for their education by the National Government, we have a most pleasing contrast to the difficulties and discouragements attending the establishment of the first school for the deaf in this country. No one, especially no deaf man, can reflect upon this great change of sentiment towards the deaf without profound gratitude and respect for those noble-hearted men who have labored so earnestly to bring about these conditions.

The National Government having thus made a grant of land to the School for the Deaf, it became the duty of the State government to make the necessary provisions for the establishment of the School. Accordingly, the constitutional convention which met in the city of Bismarck July 4, 1889, for the purpose of framing a constitution for the new State, located at the city of Devils Lake a School for the Deaf, and accepted the land granted thereto by the National Government. The constitution framed by this convention also provided the manner in which the land should be sold and the disposition of the funds arising therefrom. The land should

not be sold for less than ten dollars per acre, and the money received from such sales to be held in trust for the use of the School, the interest only to be used, the principal never to be decreased. Thus the new School, even before its establishment, had in prospect an endowment that would in time render it nearly self-supporting.

Up to this time all was easy, but now the difficulties began—the work of securing the passage of a bill by the legislature establishing the School and making appropriation for its support. This was no light task. It must be kept in mind that



A. R. SPEAR.

North Dakota had but just been admitted to the Union as a State. The expenses of putting in operation the State government were heavy. There was but a limited amount of money in the treasury. No statistics of the deaf in the State could be had, but it was popularly supposed there were not more than half a dozen such children, if so many, in the whole State. It is not to be wondered at, then, that many members of the legislature opposed the establishment of a school for the deaf, on the ground that there was no need for one.

Prior to this time, in September, 1889, Mr. A. R. Spear, of Minneapolis, who had long taken interest in the deaf of Dakota

and who was fully informed of what had been done, visited the city of Devils Lake for the purpose of interesting the citizens in the early establishment of the School, which the constitution had located there. He was welcomed by the people, and leading men promised their aid in securing the enactment of the necessary laws by the legislature, soon to meet. The city of Devils Lake further agreed to furnish, free of charge for two years, the necessary building in which to open the School.

The legislature met at Bismarck November 19, 1889, and shortly thereafter Mr. Spear went to Bismarck, taking with him the bill which he had drawn up for the establishment of the School. The bill was introduced in the senate by the Hon. W. E. Swanston, and this gentleman was untiring in his efforts to secure its passage. In the house the bill was in the hands of Hons. Jas. McCormick and C. A. Currier, and these gentlemen worked diligently and with success for its passage. Mr. Spear remained at Bismarck during the time the bill was before the legislature, and by his presence did much for the success of the measure.

The bill finally passed both houses, only to be vetoed by Governor John Miller. It now seemed lost, for it would be almost impossible to muster the necessary support to pass it over the governor's veto. But the originators of the bill did not give up, but set to work once more to secure its enactment. After a hard fight the bill again passed the senate, on March 15, 1890, and on the last day of the session, March 18, it passed in the house and became a law, the "objections of the governor to the contrary notwithstanding." The bill carried an appropriation of $5,000 for the maintenance of the School for one year.

The law took effect July 1 following, and the first board of trustees consisted of the governor of the State, Hon. John Miller, and the State superintendent of public instruction, Hon. W. J. Clapp, *ex officio*, and Dr. H. H. Ruger, Mr. H. R. Dickieson, and Mr. T. F. Lee.

At the second meeting of the board of trustees Mr. A. R. Spear was appointed superintendent, and on August 1, 1890, he took charge and superintended the preparations for getting the School in readiness to receive pupils. Mrs. A. R. Spear was appointed matron of the School by the trustees at the same time Mr. Spear was appointed superintendent.

The necessary arrangements had been made by the appointed

time for opening the School—September 10th—and on that day one solitary, forlorn-looking, but bright deaf girl arrived. Each week saw additional arrivals, and soon the number had increased to twenty-three pupils. This was far more than had been expected for the first year. By the end of March it became necessary to employ a teacher to assist the superintendent, and Miss Clara M. Halvorson was engaged.

The School progressed steadily, and at the meeting of the second legislature, in January, 1891, an appropriation of $10,000 was secured for beginning a school building. The sum of $16,500 was appropriated for the maintenance of the School. This legislature also enacted a law relieving the governor and State superintendent of the position of *ex-officio* members of the board. The compulsory education law of the State was amended so as to include the deaf. Attendance at the School for the Deaf of all deaf children and youth between the ages of eleven and twenty-one is made compulsory under penalty of a fine ranging from $10 to $50.

During the second term of school the number of pupils reached thirty-four. Another teacher, Mr. P. L. Axling, was engaged, a printing outfit was purchased, and the printing trade established at the School.

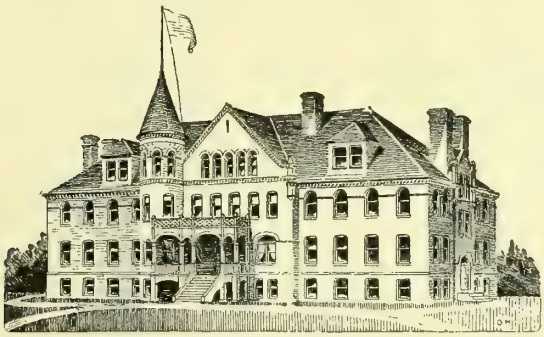
The terms of the first board of trustees having expired, a new board, consisting of Dr. H. H. Ruger, H. R. Dickieson, Jas. F. O'Brien, Geo. Juergens, and E. L. Yeager, were appointed. These gentlemen, with the exception of the last named, who resigned during the summer of 1892, constituted the board of trustees on January 1, 1893.

On the 1st of January, 1893, the officers and teachers of the School were as follows: A. R. Spear, principal; Mrs. A. R. Spear, matron; M. M. Taylor, head teacher and instructor in printing; Clara M. Halvorson, teacher of articulation and lip-reading, and Alto M. Lowman, teacher of primary classes.

The whole number who had received instruction in the School up to this time was forty-two, and the number admitted the third year, up to the first of January, 1893, was thirty-six, thus fully proving the soundness of the position assumed by the originators of the School when they argued its necessity on the ground of the great number of deaf children in the State growing up without education or training.

With the $10,000 appropriated for that purpose the trustees began the construction of a school building. The plans for

this building were made by Mr. O. Hanson, a deaf architect. The building, when completed, will be as nearly perfect in its arrangements as long study and careful planning can make it.



THE SCHOOL FOR THE DEAF OF NORTH DAKOTA.

The methods employed in the School include the best features known to modern educators of the deaf. Speech-teaching was begun in the first year. The aim of the School is to advance as far as possible all who are entitled to admission and are admitted to the School. Therefore all methods of education that have been found valuable in other schools for the deaf are employed here. The School is now in its third year, it has passed the doubtful stage, has accumulated valuable property, and has before it a career of constantly increasing usefulness. It has the support and confidence of the people and of those who at first doubted its necessity.

Toledo Public School for the Deaf,

TOLEDO, OHIO,

1890–1893.

By H. W. COMPTON,

Superintendent of Toledo Schools.

THE TOLEDO PUBLIC SCHOOL FOR THE DEAF.

The Toledo Public School for the Deaf was organized with about fourteen pupils in the year 1890, and was taught for the first two or three months of its existence by Mr. A. N. Downing, who is now teaching in the Western Pennsylvania Institution for Deaf-Mutes. Mr. Downing was soon succeeded by Mr. Alfred F. Wood, a graduate of the Ohio Institution for the Deaf and Dumb. Mr. Wood taught the School for about two years. He then resigned to accept a position in the Alabama Institute for the Deaf. He was succeeded by Miss Georgiana Miller, who is now teaching the School.

The School from the beginning has averaged about twelve pupils, most of them being pupils who formerly went to the State Institution at Columbus, O., whose parents wished to keep them at home. In fact, the School was organized because the parents of these children made earnest petition repeatedly to the board of education to organize this public school for the deaf and dumb that they might keep their children at home. The School is supported wholly by the board of education of this city, the teacher being paid $50 per month. The conditions of admission are the same as for those of other public-school pupils, namely, that the child be a resident of the city of Toledo, and be between the ages of six and twenty-one years. The School is located in one of the public-school buildings—the Jefferson—near the central part of the city. Its pupils mingle as freely with the other children of this twelve-room building as the rules of the School permit; there being no recess, the social intercourse among the pupils is necessarily rather limited.

The Wausau School for the Deaf,

WAUSAU, WISCONSIN,

1890–1893.

By MARGARET J. BROWN,

Principal of the School.

THE WAUSAU SCHOOL FOR THE DEAF.

Through the efforts of Judge Chas. V. Bardeen, the School for the Deaf of Wausau, Wisconsin, was organized September 8, 1890, with seven pupils in attendance. Miss Edith E. Brown, of Syracuse, N. Y., was appointed principal, which position she held until June, 1892. Upon her resignation, Miss Margaret J. Brown, of Wausau, was elected to fill the vacancy. Both of these young women are graduates of the Milwaukee Phonological Institute, having received their instruction from Mr. Paul Binner.



The School has been conducted under the State laws. The Superintendent of the Public Schools, with the Board of Education, comprise the executive officers.

The expenditures yearly have amounted to $550.00.

One room in the Humboldt building has been assigned to the class. The mode of instruction is purely oral. Seven pupils are now enrolled.

In the Primary Grade.

Bertie Nutter, aged seven; May Gagne, aged twelve.

Intermediate Grade.

Louis Duquette, aged thirteen; Herman Klug, aged twelve; George Duskey, aged nine; Bertha Eschmann, aged fourteen.

Advanced Grade.

C. Valdo Bardeen, aged eleven.

VOLTA BUREAU



WASHINGTON, D.C.